



# The American School Board Journal

*A Periodical of School Administration*

August

1961

*School Practices in Fringe Benefits,*  
Dingman . . . . . 7

*Industrial Arts in the Space Age,*  
Steinberg . . . . . 11

*Facilities for Teaching Blind*  
Children, Pearce . . . . . 16

*Dollars Through the Fingers,*  
Evans . . . . . 29

## **SPECIAL REPORT:**

*A High School by Increments,*  
Donley . . . . . 26



## the compact office electric by Smith-Corona

Here is the most teachable typewriter ever made... the new Compact 200 by Smith-Corona. It is compact in appearance and in fact... and sensibly priced at about what you'd expect to pay for a manual.

The Compact is a full-featured electric office typewriter, yet it takes up no more space than a manual. Here in one compact package you get a teaching tool with a full-sized electric keyboard... full-sized carriage with automatic return... automatic repeats. There are no dual-purpose keys or hidden controls to confuse the student. No gadgets or unnecessary

extras. And no discipline hazards. The Compact 200 is "all business."

Of course, it's important today to teach electric typing, because modern business calls for typists familiar with electric machines. And in school or out, there is no electric typewriter more economical, more efficient than the new Smith-Corona Compact 200.

To see it at work in your classroom, call your Smith-Corona representative. And ask about the complete portfolio of teaching aids available.

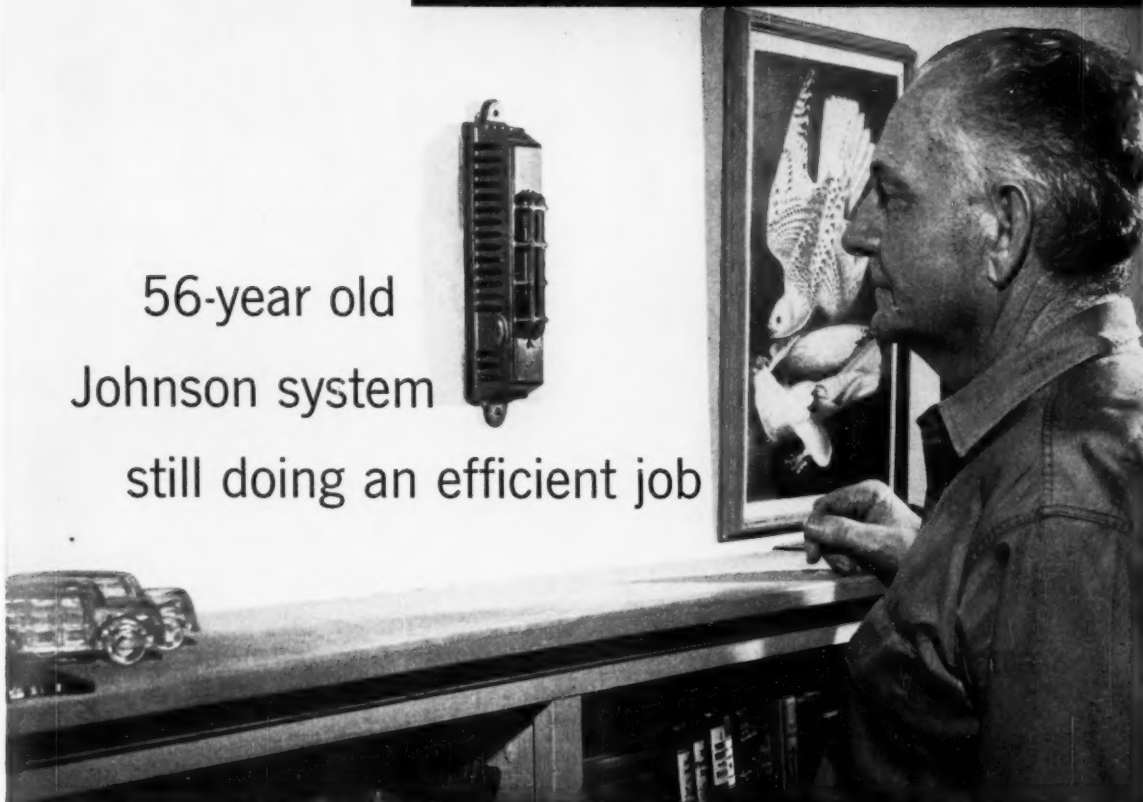


**SMITH-CORONA MARCHANT**

Sequoyah School, Muskogee, Oklahoma. Built four years before Oklahoma became a state, it is a good example of sound construction, quality materials and equipment, and proper maintenance.



56-year old  
Johnson system  
still doing an efficient job



Custodian Charles Akin inspects a Johnson thermostat that has served Sequoyah School for 56 years.

*Sequoyah School in Muskogee, Oklahoma*, has been served by a Johnson Pneumatic Temperature Control System since it was built in 1905. For over half a century, this Johnson System has performed dependably and economically — returning many times its original cost in fuel savings while providing classroom comfort for thousands of students.

Today, as when the Sequoyah School was built, Johnson Pneumatic Control Systems are designed to last the life of the building — whether 20, 40, 50, or more years. When you build or modernize, be sure to keep Johnson's unmatched performance record in mind. It is an important reason why you

can expect the lowest possible lifetime costs with a Johnson System.

Check with your architect, consulting engineer, or local Johnson representative on the comfort and economy advantages of Johnson Pneumatic Control. Johnson Service Company, Milwaukee 1, Wisconsin. 110 Direct Branch Offices.

**JOHNSON CONTROL**  
PNEUMATIC SYSTEMS

DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

# The Finish is part of the Floor

Here's a beautiful and versatile floor. Properly maintained, it takes punishment in stride. But—far more hazardous than scuffing feet or tracked-in grime, are improper and inferior floor treatments. Instead of protecting the floor, such treatments may actually damage it!

Avoid costly mis-matching of floor and treatment. Follow the specifications of the Asphalt and Vinyl Asbestos Tile Institute\*, choose the specialized treatments that fit the flooring. You'll hold "new floor" beauty much longer, and you'll be money ahead in maintenance.



## \* SCRUB

"with a good, mild neutral cleaner... no oils, organic solvents or other injurious materials." Hillyard Super Shine-All® is the famous neutral chemical cleaner with 6-fold cleansing action, formulated safe for all flooring. UL listed "as to slip resistance".

## \* FINISH

"with an approved water emulsion wax... containing no gasoline, naphtha, turpentine or mineral solvents... Use no varnish, lacquer or shellac finishes." Hillyard Super Hil-Brite® is the finest of water emulsion, self-polishing waxes, made from 100% No. 1 imported Carnauba. Long-wearing—eliminates 2 re-waxings out of 3. UL listed "as to slip resistance".

## \* SWEEP

"using recommended compound where necessary to keep down the dust... no oil or solvent base compounds." Hillyard Super Hil-Sweep® dressing is formulated safe for resilient flooring, contains no oils, effectively controls dust. Non-slip, safe on the floor.

ON ASPHALT TILE • VINYL •  
RUBBER • TERRAZZO • WOOD  
• CONCRETE OR GYMNASIUM

Let the Hillyard "Maintaineer®" recommend treatments that meet manufacturer or association specs. He's

*"On Your Staff, Not Your Payroll"*

SINCE 1907

\* "Maintenance of Vinyl Asbestos Tile and Asphalt Tile Floors," published by the Institute, N. Y. 17, N. Y.



You'll Finish Ahead with  
**HILLYARD**

BRANCHES AND WAREHOUSES IN PRINCIPAL CITIES

San Jose, Calif. ST. JOSEPH, MISSOURI Passaic, N.J.

HILLYARD, St. Joseph, Mo. Dept. E-1

- ☐ Please send treatment recommendations for asphalt and asbestos vinyl.  
☐ Please have the Maintaineer get in touch with me. No obligation!

Name.....

School.....

Address.....

City..... State.....



# The American School Board Journal

August, 1961

Vol. 143, No. 2

William C. Bruce, Editor

Frank Bruce, Publisher

Robert C. Bruce, Editorial Director

Associate Editor Edward J. Pollack

Assistant Editors

Ann Tompkins, Arlene Wroblewski

Washington Editor Elaine Exton

Circulation Manager George Sexton

Advertising Production Manager Helen Smrz

New Products Editor Lois Lunz

## Advertising Sales

### MILWAUKEE 1, WISCONSIN

Charles J. Murray, Gen. Sales Mgr.  
400 N. Broadway, BRoadway 1-9700

### CHICAGO, ILLINOIS

James T. Callen, Adv. Sales Mgr.  
Thomas A. Barron or George E. Heiland  
20 N. Wacker Drive, STate 2-7530

### NEW YORK 7, NEW YORK

Walter T. Haddon or Eugene L. Cleary  
233 Broadway, WORld 4-4071

### MIAMI 32, FLORIDA

J. Bernard Cashion, 904 Chamber of  
Commerce Bldg., FRanklin 1-9941

### LOS ANGELES 28, CALIFORNIA

Robert C. Whaley, Whaley-Simpson Co.  
6608 Selma Ave., HOLlywood 3-7157

### SAN FRANCISCO 11, CALIFORNIA

Gordon Simpson, Whaley-Simpson Co.  
700 Montgomery Bldg., SUtter 1-4583

THE AMERICAN SCHOOL BOARD JOURNAL, Copyright, 1961, by The Bruce Publishing Company. All rights reserved. Title registered as Trade-Mark in the United States Patent Office. Second class postage paid at the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published on the 25th of the month preceding the date of issue by The Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wis. (The Bruce Publishing Company founded in 1891 at Milwaukee, Wisconsin, with branch offices in New York and Chicago, is in no way identified with Bruce Publishing Co. of St. Paul, Minn.)

SUBSCRIPTIONS. In the United States, Possessions, and Canada, \$4.50 a year, payable in advance. Two-year subscriptions will be accepted at \$7.00. In all foreign countries, \$5.50, two years at \$9.00. Single copies, 75 cents. When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. Postal regulations restrict forwarded service on magazines to two issues only. Notice of discontinuance of subscription must reach the publication office in Milwaukee at least 15 days before expiration date.



AUGUST, 1961

## THE EDITORIAL STAND

### City Superintendents in Large Cities

A Needed Stand . . . . . 37

## SPECIAL REPORT

### A High School by Increments, Donley . . . . . 26

A novel "package" construction plan is tried in Torrance, Calif.

## FEATURES

### School Practices in Fringe Benefits, Dingman . . . . . 7

A composite review of what schools today are offering in the way of fringe benefits.

### The Principalship Interview, Palmisano and Bradford . . . . . 9

Pointers on how to obtain quality personnel in school administration.

### Industrial Arts in the Space Age, Steinberg . . . . . 11

A discussion of the major objectives in this area of the curriculum, indicating how they contribute to the high school program.

### That Wonderful Senior Year, Jenkins . . . . . 14

### The NSBA Must Meet the Challenge of an Action

Organization, Jordan . . . . . 15

## THE SCHOOL PLANT

### Facilities for Teaching Blind Children, Pearce . . . . . 16

Planning and constructing the addition for a special school in St. Louis, Mo.

### Manchester Memorial High School, Bronstein . . . . . 20

A comprehensive high school in New England designed to accommodate 1600 students.

### Notable New Schools . . . . . 22

Photographs of six new schools featuring the latest in school building techniques and designs.

### Quality Schools at Budget Prices, Gill . . . . . 24

How one school district is meeting rapid expansion with quality, low-cost construction.

### Dollars Through the Fingers, Evans . . . . . 29

A review of school finance practices which could produce savings in many school districts.

### Payment Bonds, Punke . . . . . 32

Second in a series of three articles on bid performance and payment of bonds of contractors.

## WORD FROM WASHINGTON

### U. S. Education Office — Its Future, Exton . . . . . 34

## DEPARTMENTS

The School Scene, 4  
Readers' Service Section, 45

What Schools Are Doing About . . . , 5  
New Books, 38

## OUR COVER

An exterior view of the Manchester (N. H.) Memorial High School is featured on this month's cover. For details see page 20.

— Photo by Eric M. Sanford

When you purchase Folding Chairs . . .

## Insist on these **10** Important Structural Features

**1 EXTRA DEEP BACKREST**—8½" high provides more form-fitting back support than most competitive chairs — Deep drawn, it features fully curled bottom edge for added strength and occupant safety.

**2 SAVES WALLS** because when feet are against wall, the backrest remains well away and safeguards wall from rub marks and costly maintenance.

**3 THREE FRAME CROSS-BRACES** — two on rear legs and one on front legs insure superior frame stability and rigidity for longer chair life.

**4 SEAT FOLDS WITHIN FRAME** to double frame thickness for flat stacking—more chairs to storage area.

**5 SEAT BRIDGE AND FULLY CURLED EDGE** on apron of seat add over-all seat strength and safety—No sharp edges to tear clothing.

**6 RESISTANCE WELDED FRAME** similar to that used on automobile frames insures greatest strength and rigidity.

**7 SUPER DYLAN FEET** — long wearing molded feet are non-marring and provide firm floor contact.

**8 ELECTROSTATICALLY APPLIED FINISHES** in Standard enamel or Metallic colors . . . free from runs and soft spots.

**9 BUILT-UP VERTICAL FRAME STRENGTHENERS** provide rigid bearing points for seat pivot rivets — add to overall strength.

**10 TEN YEAR GUARANTEE** against structural failures is your assurance of the best investment in folding seating, by far!

**BE SURE you get what you think you're getting!**

To the casual observer, most folding chairs look alike. But what a difference there is upon closer examination! Study the Krueger 901-E features above and you will readily see why they last longer under hardest usage.

WRITE for complete line catalog.

**KRUEGER**  
METAL PRODUCTS • GREEN BAY • WISCONSIN

These Important  
KRUEGER Features  
Cost No More  
than Competitively  
Priced Chairs of  
Inferior Quality.



## the school scene

■ The Administration's embattled federal aid to education bill was attacked in the House of Representatives as a step toward the "inevitability of federal control" in separate speeches. Rep. Glenard P. Lipscomb (R., Calif.), in citing the Office of Education's new booklet, "A Federal Education Agency for the Future," described it as a "proposed blueprint for federal takeover of education, a blueprint for federal thought control in America." Rep. O. C. Fisher (D., Tex.) stated that "if this federal aid plan is enacted, there will be federal control regardless of what assurances to the contrary are given. . . ."

House consideration of the bill was delayed by the House Rules Committee when it decided not to act on it until a bill for loans to non-public schools is also ready for action.

■ Federal Judge Irving R. Kaufman of New York has ordered the New Rochelle school board to desegregate the Lincoln elementary school immediately, but the board has intimated that it will appeal to a higher court. The school in the fashionable suburb of Westchester County now is 94 per cent Negro. The Lincoln school at present has 29 white pupils. There are no all-Negro schools and no 100 per cent white schools.

■ The college of engineering of the University of Illinois has reported development of a "feedback" system in teaching machines in order to enable the tutoring machine to adjust as completely and accurately as possible the rate of comprehension of each student. The machine (which is named PLATO, Programmed Logic for Automatic Teaching Operations) adjusts to individual ability; the less advanced student, for example, through his control panel can ask for more information — or even review earlier facts — until he solves the problem. The equipment includes a keyset, a TV display, a storage device, and a slide selector, in addition to the computer.

■ Carlisle P. Runge, Assistant Secretary of Defense in Washington has announced the appointment of Dr. Edward L. Katzenbach, Jr., as deputy assistant secretary of defense for education and manpower resources. Some of the functions of the new office are: (1) Formulating educational plans, policies, and programs for the Department of Defense, including Troop Education Programs; (2) providing policy direction, review and co-ordination of the Armed Forces Academic Education and Troop Education Programs of the military departments; (3) supervising manpower resources aspects of policies and programs for obtaining priorities for and meeting manpower requirements for the Department and its contractors; (4) increasing and conserving manpower having scientific, professional, technical, and other critical skills.

■ More than \$108 million, one half of it in federal funds, has been used to improve the teaching of science and mathematics in the elementary and secondary schools. The money has been used for acquisition of equipment and materials and for minor remodeling. The Office of Education has approved 56,545 projects involving science and mathematics under provisions of Title III of the National Defense Education Act. The size of the projects ranged from less than \$100 to more than \$50,000.

■ During the month of April, 1961, school bond sales in the amount of \$154,838,268 were reported. The largest sales were: California, \$13,083,000; New Jersey, \$16,926,000; New York, \$11,974,000. The yield as of April 27 on 20 municipal bonds was 3.48 per cent.

## what schools are doing about...

### curriculum studies

A curriculum and research council has been created in Keokuk, Iowa, which has functioned effectively as a co-ordinating force in curriculum studies and research projects over a period of four years.

The council is made up of representatives of the teachers, administrators, and consultants, and meets on released time. The group holds monthly meetings in an effort to promote curriculum study, to bring together those who ought to be working together, and to study and make recommendations.

The council has five main purposes: It is designed to (1) act as a clearing house for action in research and curriculum activities; (2) initiate studies; (3) act as local APSS committee; (4) co-ordinate inter-school studies; (5) meet regularly to discuss policy and direct activities.

The council has carried out numerous research activities. Among these are: (1) a survey of practices in other school systems; (2) a study of after-school meetings; (3) a follow-up study of high school graduates; (4) a survey of dropouts; (5) a survey of car ownership as related to achievement; (6) a study of reading achievement and IQ among pupils of grades three to six. ■

### educational planning

The first planning conference of the Birmingham Public School system was held recently under the guidance of Dr. Otis M. Dickey, superintendent of schools. Dr. Dickey, in stating the basis of the four-day conference, said, "We do know there will be better education in this community if we keep close to the grass roots." Approximately 175 educators, citizens and students were in attendance.

The conference featured the reports of the Citizens' Curriculum Study Committee and the School Staff Curriculum Study that paralleled the citizens' report. Key to both reports was the repeated observation that the people residing in the district were desirous of maintaining "quality" education for their youth. ■

### public relations

To develop a more co-operative spirit and attitude between various members of the Haverhill, Mass., city government, particularly between the members of the city council and the school committee, Superintendent of Schools Stanley W. Wright instituted a program whereby the members of the groups and various other city officials would visit the schools for luncheon meetings every alternate week.

In the past year and a half, every school has been visited. Upon arrival at the school, officials are greeted by pupil guides who take them individually around the building to observe the general atmosphere and condition of the buildings. After lunch, common problems within the building are discussed.

Superintendent Wright states, "We have experienced excellent attendance and interest on the part of all officials. We are confident that better understanding and co-operation in the solving of the needs of schools have been achieved." ■

AUGUST, 1961

**DUKANE**

# Medallion

LANGUAGE LABORATORY SYSTEMS  
PROVIDE AN UNMATCHED COMBINATION OF  
FEATURES FOR THE ULTIMATE IN LANGUAGE  
TEACHING AND LEARNING EFFICIENCY



**PERFORMANCE**—Advanced transistorized circuitry provides high fidelity quality at "tape-saving" speed of 3¾ i.p.s. Matched components assure superior voice fidelity.

**FLEXIBILITY**—Single teacher can program several levels of language instruction simultaneously. Entire class, groups or individuals can be contacted, monitored or recorded without interruption to other classroom programming. Simplified intercom.

**INTERCHANGEABILITY**—All components provide plug-in convenience for simplified installation, replacement or inspection.

#### INSTRUCTOR'S CONSOLE

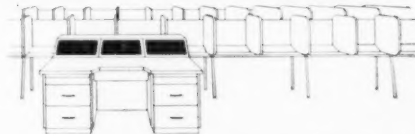
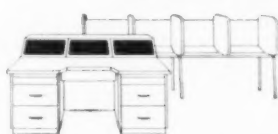
- Fingertip control of 25 to 50 student positions.
- Five master programs originated from built-in equipment.
- Drawer-housed tape recorders increase desk top working surface.

#### STUDENT POSITIONS

- Compact, handsomely styled modules feature sturdy construction.
- Compact design permits more positions per row and more positions per classroom.
- Electronic System Panel offers plug-in convenience. All sub panels feature plug-in convenience.
- Basic audio-passive positions can be easily expanded to audio-active or audio-active-compare positions.
- Tape decks feature easier load and student control.
- Multi-position microphone offers new flexibility.
- Fire-resistant acoustical partitions provide greater safety, minimize classroom noise.
- Human engineered controls within easy sight and reach of student operator.

**THE DUKANE "MEDALLION" BUILDING-BLOCK SYSTEM  
CUTS ADD-ON COSTS TO A MINIMUM.**

**FROM THIS.....TO THIS!**



DUKANE engineering has cut the add-on cost barrier. The instructor's console is easily expandable from 25 to 50 positions. Student audio-passive, audio-active and audio-active-compare positions are easily interchanged utilizing existing wiring. Student position modules are available in increments of one and two position styles. These modules can be easily fastened together in odd or even numbered rows according to classroom dimensional requirements.



Write  
for new  
literature  
available

**DUKANE**  
CORPORATION  
DEPT. AJ81, ST. CHARLES, ILLINOIS

(For more information from advertisers, use postcard on page 45)



*Jane Addams School, one of ten of District 89, Maywood, Illinois schools protected by a Honeywell Maintenance Contract.*

*Another  
district  
protected by  
Honeywell  
maintenance*



Mr. C. H. Pygman, Superintendent of Schools, and Mr. Joseph V. Lorenzo, Supervisor of Buildings and Grounds, District No. 89, Maywood, Illinois.

## **"Our Honeywell Maintenance Agreement protects all ten of our schools against unexpected repair bills"**

"We couldn't afford to be without the protection our Maintenance Agreement provides," says Mr. Pygman. "With ten schools under our jurisdiction, you can imagine the havoc that unexpected repair bills might cause in our budget without this protection."

Mr. Lorenzo adds: "That's why we put the care and maintenance of our temperature control system in Honeywell's hands. We're not only insured against unexpected repair bills, but we also can budget a small amount of money for our contract at the beginning of the year and never

worry about the performance of our system throughout the rest of the year."

If your building is equipped with Honeywell temperature controls, you are eligible for this comprehensive maintenance agreement. Honeywell maintenance men will assume complete responsibility for your entire temperature control system. They'll make periodic maintenance checks without any prompting on your part. And they'll periodically examine, adjust and clean all controls, valves, motors and accessories. Any worn or defective controls are replaced or re-

paired at no cost to you. Emergency calls are also included in your contract.

The cost of the Honeywell Maintenance Agreement is based on the size and number of controls in your installation. It runs a full year, is renewable every year, and its low cost can be included in your yearly budget. Honeywell maintenance is one of several service arrangements designed to answer your particular service requirements. For further information, call your local Honeywell office today. Or, fill in the coupon below and mail it to Honeywell.

HONEYWELL INTERNATIONAL  
Sales and service offices in all principal cities of the world.  
Manufacturing in United States, United Kingdom,  
Canada, Netherlands, Germany, France, Japan.

# **Honeywell**



*First in Control*  
SINCE 1889

MINNEAPOLIS-HONEYWELL  
Department AJ-8-34  
Minneapolis 8, Minnesota

Please send me information on a Honeywell Maintenance Agreement.

Building Name \_\_\_\_\_ Year Controls Installed \_\_\_\_\_

Your Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_



# School Practices in Fringe Benefits

Large portions of the time and effort of boards of education and superintendents of schools go into the solution of personnel problems. While written personnel policies go far toward freeing boards and administrations from the need for discretionary action in each and every employee problem, the adoption of sound written personnel policies contributes to morale, job satisfaction, and good instructional service. Personnel policies help the employer and employee alike.

Because almost every year, school boards and superintendents receive requests for policies and action upon so-called fringe benefits, it has seemed to the American Association of School Personnel Administrators that there is need for information on fringe benefit practices in public schools and other organizations in the United States. The association, therefore, appointed a committee to look into the problem and report to the group's 1960 annual convention in Baltimore. The committee agreed to look into four facets of the problem as follows: (1) fringe benefits in business and industry; (2) fringe benefits in public schools; (3) current practices among school systems; (4) the future of fringe benefits.

The following symposium is in effect an abstract of the committee presentation in Miami.

Fringe benefits may be regarded as those immediate or delayed compensations which are not included in the regular pay check. In business and industry they take such forms as social security, unemployment insurance, workmen's compensation, sick leave, jury duty leave, military leave, free medical care, below-cost cafeteria meals, free parking, recreational facilities, legal aid, educational programs, Christmas bonuses, profit sharing, pensions, life insurance shared by the employee and employer, stock options, mutual thrift plans, and related types of extra-pay benefits.

One of the primary factors in the increase of fringe benefits has been the government tax policy. In most cases, the company outlay for benefits is tax deductible, while at the same time the employee either pays no tax on them or is able to postpone taxes until such time as the taxes will be the least for him. Thus, the employer can provide

\$1,000 in benefits for around \$500, while the employee receives an extra 20 per cent of his base wage without tax.

The trend is toward a continuation of fringe benefits. In the past 10 years according to U. S. News and World Report of December 21, 1959, fringe benefits have risen more than twice as fast as wage rates in business and industry. For example, wage increases averaged 61 per cent, while fringe benefits increased by an average of 136 per cent.

Paid vacations of one week or more are almost universal in industry as are two weeks after five years of service. Between 20 and 25 per cent of personnel are eligible for three weeks of vacation after 10 years. The number of paid holidays seems also to be on the rise.

It may be stated that from 20 to 24 per cent of the total payroll of United States business and industry goes to fringe benefits according to the 1960 Economic Almanac. In 1957, the United States Chamber of Commerce survey on "Fringe Benefits 1957" showed that fringe benefits dollars per employee per year ranged from \$1,650 in the petroleum industry, and \$1,329 in coal mining, warehousing, and laundries to \$354 in hotels. In banks 31.7 per cent of the payroll went into fringe benefits; in hotels, 13.4 per cent.

Interesting special benefits may be seen in baseball schools for children of employees of the Caterpillar Tractor Company and North American Aviation; bowling instruction at Eastman Kodak, Goodyear, and Motorola; and summer camps for children at Union Carbide.

Other plans include dental care, trust funds, scholarships, company stores, libraries, educational subsidies, maternity leave, and personal business time.

It is quite apparent that the idea of fringe benefits has caught hold and may be expected to continue and increase.

Despite our inclination not to associate fringe benefits with professional teaching, we must probably include teachers in the statement of Dr. Michael T. Wermel of the California Institute of Technology when he wrote in "The Changing Nature of Compensation" that "scarcely a job exists in America today which does not carry with it some kind of indirect compensation or benefit over

ERWIN DINGMAN



*Dr. Dingman is supervising principal of Central School District No. 4, Bellport, N. Y.*

and above the direct pay."

The following statements illustrate the scope of the fringe benefit idea.

Edgar C. Egly in "Fringe Benefits for Classified Employees" states that one of the biggest problems to overcome is the concept of two personnel systems or policies, one for teachers and one for classified workers.

Benjamin F. Pittenger, in "Local School Administration," writes that "principles laid down and procedures adopted for school personnel management should cover all employees, not just a preferred segment. All are people, and no one who is unimportant to the task of educating children should have a place in school employment."

Bulletin No. 10 of the Association of School Business Officials states that "office employees in business and industry have a broader benefit program for retirement plans, and life insurance, hospitalization, medical and surgical insurance than do nonteaching school employees."

A preface to the Michigan Municipal League study of fringe benefits states that some people regard climate as a fringe benefit since some climates mean lower fuel bills and more sunshine.

Dale Yoder in "Personnel Principles and Policies" suggests four criteria for evaluating employee service benefits. They are: (1) the service must be beneficial to employees; (2) it must be of

more obvious and direct value to the employee than to the employer; (3) it must be in addition to or supplementary to the usual compensation; (4) it must involve a measure of contribution or support from the employer.

The American Association of School Personnel Administrators is made up of individuals throughout the public schools of the United States whose major responsibility is personnel administration. A survey of 101 member school systems

has resulted in responses from 77 member school systems. The extent to which the designated fringe benefits are in operation in these districts is shown in Table I.

Fringe benefits have tended to develop in periods when labor has been scarce. Their increase has also accompanied the rise in personal income taxes. As teacher shortages continue, salaries tend to increase. At the same time, rising salaries mean higher rates on personal income taxes. It is quite evident that fringe benefits in education will continue to develop both as an inducement to employment, and as a partial counter-balance to the withholding tax on salaries.

1. Benefits commonly provided in education today include paid sick time, paid time for death in the family, pension, disability allowance, paid jury duty, and maternity leave without pay.

2. There is a growing acceptance of benefits in the fields of health and hospitalization insurance, workmen's compensation, sabbatical leaves at part pay, and special death benefits to beneficiaries. Social security contributions are made by perhaps one half of the teaching personnel in the United States. It would appear that loan privileges, and payment for unused sick time and vacation may be expected to gain eminence in the fringe benefit picture.

3. It is evident that the practice of granting the same kinds of fringe benefits to nonteaching employees as to teachers is fairly common, but not universal.

If one attempts to separate fringe benefit practices according to size of community, it is not apparent that size relates to the type or number of benefits provided. A checkout on sections of the country, however, suggests that western communities may be more inclined to increasing the kinds of fringe benefits than are eastern communities.

4. Some benefits not generally in operation in education are, nevertheless, showing up in some systems. Among such emerging benefits the following can be identified:

Car and travel allowances, separation pay, free parking, cost free in-service training, free professional fees, and expense-paid conferences. There is a movement in New York State to increase board contributions to pensions with consequent increases in amounts of employee take home pay.

5. It is generally believed that programs of fringe benefits have been initiated by business, industry, and government, and that education has followed the patterns established by these groups. While this may be true in many instances, a continued short supply of teachers is likely to result in an acceleration of fringe provisions for educational personnel. ■

TABLE I

Number of School Systems Reporting Presence or Absence of Specific Fringe Benefits for Teachers and Non-Teachers in 77 School Systems

Insurance Type Benefits	TEACHERS			NON-TEACHERS		
	Yes	No	Reply	Yes	No	Reply
Group Life Insurance	13	60	4	12	58	7
Pay plus medical costs for injury on duty	28	44	5	28	41	8
Unemployment Insurance	6	65	6	7	62	8
State or City Retirement Benefits	69	7	1	66	8	3
Hospital-Medical costs	20	53	4	20	50	7
Disability retirement	68	6	3	61	11	5
Workmen's Compensation	48	24	5	54	19	4
Social Security	57	37	3	53	21	3
Severance or terminal pay	4	73	-	5	68	4
Death benefits to beneficiary	33	43	1	25	48	4
<b>Leave Type Benefits</b>						
Death in immediate family	77	-	-	74	3	-
Other death with full pay	44	31	2	44	31	2
Maternity without pay	68	9	-	57	18	2
Jury duty without pay loss or with part pay	59	18	-	57	15	5
Leave for employee's illness	*	*	*	*	*	*
Leaves for illness of immediate family	50	27	-	44	29	4
<b>Monetary Type Benefits</b>						
Free or reduced cost housing	0	75	2	1	70	6
Payment for unused vacation	6	69	2	11	60	6
Payment for unused sick time	0	75	2	0	75	2
Loan privileges	30	46	4	26	47	4
Medical or hospital costs for immediate family	4	71	2	4	70	3
a. Leaves without pay for: study, travel, special service	73	3	1	16	46	15
b. Sabbatical leaves at part pay for: study or travel	43	33	3	2	63	12
c. Sabbatical leaves at full pay for: study or travel	0	73	3	0	66	10
<b>Additional Items</b>						
Maternity leaves granted	68	7	2	55	10	12

\* The wide variation in practice does not permit tabulation. Only one system reported no full pay. All other systems reported full pay and of these, 15 showed both full and part pay. Eleven of the 77 systems appear to have a different provision for teachers than for non-certified employees. Except for four systems with an "indefinite" accrual and the one system with no accruable days, the range of accruable days is approximately 10 days to 200 or more.

# The Principals Interview

GABRIEL T. PALMISANO and EUGENE J. BRADFORD

*Increased demands for quality professional personnel have caused school managements to re-assess the instruments and methods used in selecting staff personnel — a move which is long overdue.*



Mr. Palmisano (left) is teacher consultant with the board of education and Mr. Bradford is superintendent of schools, both in Glen Rock, N. J.

During the past few years the "art of interviewing" and its complexities have come in for some very careful scrutiny and examination.

This heightened interest in the how's and why's and when's of interview practices has been reflected not only in the areas of industrial management but also extended into those occupational pursuits referred to as the professions.

The increased demands for quality professional personnel have caused management and administration to re-evaluate the instruments and methods used in selection of their staff personnel. While significant explanation and evaluation have been made in business and industrial practices, it is felt that in the area of school administration a re-assessment of interview practices is most certainly long overdue.

## Need for Reorganization

With the pressures of rapid turnover in staff we sensed an immediate need for re-organization of our thinking and establishment of some feasible, constructive method for efficient, effective principals interviews.

The discussion of interviews which follows is the result of this re-evaluation. In a sense it is a practical guide for school administration in

the difficult "art of interview."

In interviewing candidates for a school principalship in Glen Rock the following details are usually discussed with the applicant. An attempt is made to have the applicant express his philosophy in his own words and as much as possible to have him give illustrations wherein he has placed this philosophy into practice or what conditions have prevented his doing so.

## Interviewing Technique

1. First and of primary importance is the applicant's attitude toward the prime functions of a principal. Our board of education personally believes that a principal should consider his prime functions to be classroom and teacher supervision and curriculum development. He should know intimately the courses of instruction, the strengths and weaknesses of all his teachers, and the whole tone and attitude of the faculty and the student body. Above all we believe that he should view these as his paramount functions.

2. As a corollary to this we generally try to find out how he views the supplementary duties of his position such as stockroom keeping, record keeping, and other detail work. These are important and, of course,

should be well organized and kept. However, we do not view with favor anyone who is proud of his stockrooms and records but does not know what is going on in his classrooms or is not acquainted with the student population.

3. We try to get an applicant to express his viewpoint about supervision of teachers: whether he views himself as an authority and attempts to have all of his teachers meet his point of view, whether he views with favor different techniques to reach the same end, his attitude toward the correction of any teaching defects and how he goes about meeting this type of situation, whether or not he views himself as a helper and as one who is attempting to assist the teachers to do a better job with the children. The applicant's answers to these problems indicate his philosophy of supervision and how he views this part of his principalship duties.

4. The applicant is always questioned about his philosophy in relation to student discipline. We are interested in knowing whether the applicant views himself as the school disciplinarian, how much discipline is to be handled by the teacher, how he handles problems that are sent to his office, how he handles problems with a parent in regard to discipline of a pupil.<sup>6</sup> This gives us an opportunity to find out his basic understanding of children, his sympathy toward children, and how he views himself in relation to the teachers and parents so far as discipline is concerned. In this same questioning evidence is usually revealed of his ability to act and of his awareness to see where firmness of decision is necessary in so far as pupils, parents, and teachers are concerned.

#### **Curricular Questions Discussed**

5. Some questioning is always directed to the applicant to find out how well he knows curricular material in his school. This can be elicited by asking such questions as: What textbooks are used in various courses? What arithmetic concepts are taught grade by grade? What workbooks are used? What have been the results of standardized achievement testing in the school? The applicant should answer these questions with decisiveness and directness and normally should not plead ignorance of detail.

6. The applicant is also questioned

about his attitude toward the P.T.A.; how he views its relationship to the school, to teachers, and of course what evidence he can give to show his ability to work with, and to understand the functions and purposes of, the P.T.A. movement.

7. An applicant is questioned concerning the testing program in his school, the purpose it is to serve, how it is used in his school as well as the names of the individual tests used and the reasons for their selection.

#### **Past Accomplishments Reviewed**

8. The applicant is always questioned concerning what he would term his accomplishments in his present school. This gives him a chance to tell what he is proud of and why and, of course, in doing so gives some idea of what he considers important by telling what he has done.

9. The applicant is always questioned as to what he wished he could have done and did not do and why he did not do those things.

10. The applicant is always asked pointedly why he is leaving his present position and why he is interested in coming to Glen Rock. This will give some indication of whether the applicant views the position as one where he may earn more money, whether he is interested in increased responsibilities, or whether he is moving to a school system in a residential community, and his general attitude toward the position.

11. The applicant is questioned concerning activities in the school program — whether these activities lead to learning or whether the activities supplement basic learning gained in the classroom.

12. The applicant is questioned concerning his experience in speaking before audiences, how he plans for these talks, his reasons for giving them, and his estimate of their effectiveness. Here he will indicate to some extent his ability to plan and organize speeches and will indicate if he has a broad purpose in mind in these public addresses. In other words, are they an attempt to explain the total school problem, to explain a new technique in his schools, or just haphazard talks given at the request of P.T.A.'s or other interested groups?

13. The applicant is questioned about his methods of indoctrinating and instructing new teachers. Does

he have a plan? Is it successful? Are these things he wished to do and did not do? If not, why not? This will indicate how he puts into practice his philosophy of supervision of teachers and how he views his relationship to these new teachers.

14. The applicant's attitudes toward the superintendent of schools and the board of education should be carefully elicited. An effort should be made to find out whether he views himself as one of a team or whether he views himself as directly responsible to the Board of Education.

15. Some questions should be directed to the applicant to find out his willingness to work after school and at night occasionally and particularly his viewpoint concerning these meetings — whether they are an evil or necessary added responsibility to his position.

#### **Applicant's Viewpoint Important**


16. Questions are directed to the applicant to determine how up to date he is concerning educational problems, his viewpoint on different techniques and methods of teaching, and his continued interest in his profession by attendance of seminars, graduate work, and current reading.

17. The applicant is questioned concerning his family and his home to determine primarily if his marital situation is a normal happy one.

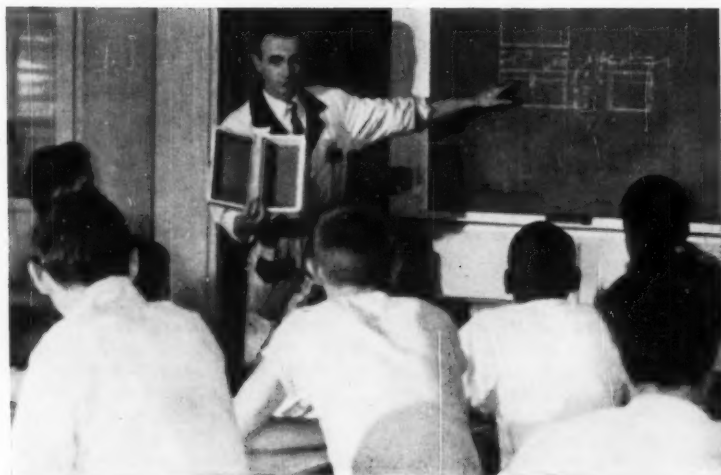
18. Throughout the discussion an attempt is made to estimate the applicant's originality, his enthusiasm for teaching, his understanding of children and education in general, his viewpoint toward his position in relation to the whole school program, and his ultimate future plans.

While no *one* method is to be considered the final word in almost any pursuit, the method employed in our interviews, as indicated here, is comprehensive and organized yet flexible enough to allow the board and administrative staff to get as full a picture of a prospective employee as is possible.

This pattern of interview has accentuated the complexities of school administration and has caused staff members to do some self-evaluation and thus sharpened and made more critical their approach at the interview table.

Interviewing is an "art" but most certainly is to be viewed and considered in a most scientific pattern of approach. 





## Industrial Arts and the Total Educational Program

Those of us now living in the United States\* will agree that we are living in the greatest industrial nation in the world. I don't think anyone questions that statement. And yet, for some reason or other, we have those who feel that we are not doing a very good job with our educational system. My question to you is: How did we get to be such a successful industrial nation if we didn't have an educational system to back it up? Many of our critics seem to feel that we should copy some other nation's educational program, and yet, most of these nations have failed to equal the success of the United States in industrial progress. I can't understand why we want to copy someone who has not been able to keep up with us.

I think that the industrial arts program has helped to make it possible for us to have the kind of nation in which we live—the greatest industrial nation in the world. It has been proven time and time again that the American boy has the "know how" and the ingenuity to do things that usually can't be accomplished by students of the same age in other nations. Since making this report to the San Diego Board of Education, I have had any number of people stop to recite some incident to prove this point. The one example that I like to relate occurred early in 1939. At that time England was at war with Germany, and the English boys were being sent to America to be trained for aircraft pilots and mechanics. I happened to be teaching near an airfield in Arizona

where some of these chaps were taking their training. The problems the instructors had with these students were tremendous. These youngsters had never driven a car, had never worked on engines, and they had no concept of turning, banking, or using tools and materials. It became apparent to me that experiences which we provided in our industrial arts program gave our boys training in mechanical needs of the aircraft program.

Industrial arts is an integral part of the total educational program. The increasing complexity of our industrial economy and the increasing amount of mechanization encountered in almost every phase of our daily living make it essential that industrial arts experiences be regarded as fundamental for all youth.

In San Diego the junior high school boys are guided through a series of exploratory experiences which include such instructional areas as drafting, electricity, general metal, graphic arts, and woodworking. Through a variety of experiences, these students can best discover their aptitudes, abilities, and interests. The technical information, the skills gained through the use of tools, and the study of industrial processes will be extremely useful to these students regardless of their future vocational goals.

Construction activities carried on in

*This discussion of nine objectives of industrial arts indicates how this area of general education contributes in a unique way toward the well-balanced high school curriculum.*

**WILLIAM B. STEINBERG**

\*This paper was originally prepared for the San Diego, Calif., Board of Education for presentation at one of its monthly "educational" meetings at which a department head outlines the philosophy of the subject area for which he is responsible. The author who is supervisor of industrial arts in the San Diego Schools, subsequently read the paper before the American Vocational Association, December 5, 1960.—EDITOR.



*Mr. Steinberg is supervisor of industrial arts, San Diego, Calif., City Schools.*

the shop help make other areas of learning more meaningful. The shop project is used as a vehicle to teach the practical application of mathematics, science, social studies, and language arts. Industrial arts provides a practical application of academic subjects.

In the senior high school students are encouraged to pursue the interests stimulated by the exploratory courses and to take further work in as many industrial arts areas as possible. A high degree of accuracy and effective use of exact measurements are encouraged through the construction of complex projects. To some students, such a program becomes prevocational training. The industrial arts curriculum with its broad educational approach is not, for the most part, intended to give specific trade training. Both the time allotted to the industrial arts course, as well as the facilities, make it impractical to provide complete vocational training experience for most students. For example, the area of general metalwork in industrial arts includes instruction in sheet metal, welding, machine shop, forging, and foundry. Any one of these areas is considered a specific trade training program in vocational education. Also, in industrial arts, each class is offered only one hour per day, while in vocational education from three to four hours per day are considered essential.

Now, I want to review some of the objectives of our industrial arts program and to point out the unique contribution which industrial arts makes to our educational program.

#### **First — to Discover Personal Aptitudes**

Our educational program must provide students with an opportunity to explore and determine their interests, their abilities, and their aptitudes.

Where in our schools is there an opportunity for a student to determine whether he is interested in electronics, whether he has the ability to become a carpenter, whether he desires to become an auto mechanic? Where is this opportunity provided other than through industrial arts? Where can he have the opportunity to learn about tools and materials, or to find out whether he has engineering aptitudes and interest? Even the dentist and the surgeon must develop manual dexterity through the use of tools. If these experiences are necessary, then I think that you will agree that this is an important part of an educational program. We must provide time in the school day for students to use tools and materials.

#### **Second — to Use Tools**

In our homes, in our daily life, everyone of us has some need to build, to construct, to repair—with the use of

tools. Shouldn't we have a nation of people who have a degree of tool skills and who can produce something useful? Is it important that we provide some kind of experience for students to learn how to use tools? If it is, then I think you will agree that this is a necessary part of our educational program, and that we should include it in our curriculum.

#### **Third — to Read Working Drawings**

Drafting is often called the language of industry. Every individual should be able to read a simple working drawing, as well as be able to make a sketch of some object which he wishes to have constructed. Throughout our adult life, whether at home or in our places of work, we have construction ideas that must be conveyed by means of a drawing or a sketch. Certainly, the ability to interpret and use drafting symbols is an important necessity and should be taught in all of our schools. Again I ask, what other than the industrial arts program can provide this kind of experience?

#### **Fourth — to Appreciate Craftsmanship**

We need to develop an appreciation for the cultural things of life and, in addition, we should appreciate real craftsmanship. The appreciation of the fine work of the carpenter, the skill of the machinist, and the knowledge of the electronic technician can best be developed by having an opportunity to use the tools and materials that these vocations require. A student having just completed a desk in a woodworking class certainly recognizes the amount of work, the time, and the skill necessary to produce a good product. Highly skilled craftsmen will always be needed, and in a democracy such as ours, we need to appreciate their skills and abilities. You will agree that this appreciation comes through having had some kind of experience in meeting the demands of close tolerances and good workmanship. Certainly, the industrial arts program is one of the very few areas of instruction which provides this kind of educational experience.

#### **Fifth — to Work Safely**

The teaching of the safe use of tools and machines is one phase of education that we know can best be accomplished in our industrial arts shops. You learn the safe use of a circular saw through demonstrations and through actually using the machine. This is an experience in which actual participation becomes a necessity. Every individual, whether he goes to work in industry, whether he has a home workshop, or whether he uses tools for repairs around the home, needs to know safe methods of use and

operation of a variety of tools and machines.

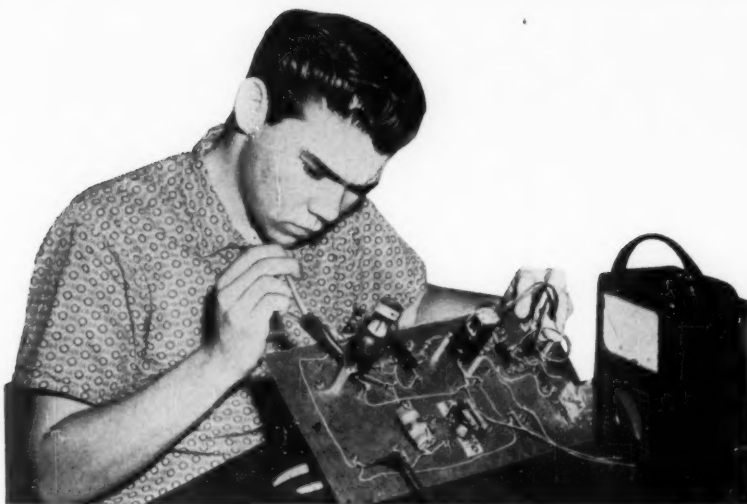
A few years ago, I had an experience with a safety engineer that points out the importance of teaching machine safety in our schools. This engineer was representing the school system's insurance company and wanted to visit some of the school shops. In every shop he pointed out a number of unsafe conditions or practices and made us feel that about everything was wrong with our safety program. As our last visit for the day, we stopped to see the schools' maintenance department shops. We walked through the cabinet repair shop, and although everything was not perfect, he failed to mention a single unsafe operation. As we left the building I said, "All day long you have been telling me of the hazards that exist in our school shops. Why didn't you mention anything about the hazards you saw in the maintenance shops?" He answered: "We found out some time ago that the safety of our industrial world depends upon the training obtained in school. If you teach students how to operate machines correctly, if you show them the safe way of doing various operations, then they will work safely when they get into industry. Workers will demand that industry provide safe working conditions, and through safety education in schools, we hope to improve safety practices in industry."

#### **Sixth — to Construct and Repair Objects**

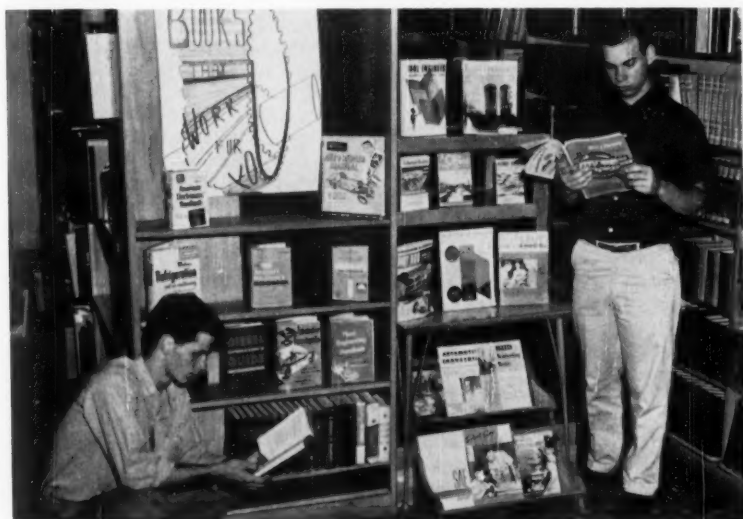
This objective might well be classified as the general education of "worthy home membership." Should we provide learning experiences that will enable people to make minor repairs around the home? In our American way of life, each individual is expected to make a contribution to family living that usually involves the maintenance and repair of items in the home. The ability to repair a garage door, to fix a leaky faucet, or to replace a wornout lamp cord, is a necessity in every home. Someone must provide the essential mechanical skills necessary for these jobs, and where else in our schools can this be done more effectively than in industrial arts? Many of you know of individuals who are unable to use their hands to make any kind of a repair. I am certain that these people could profit from a program such as ours.

#### **Seventh — to Use Mathematics and Science**

To such an objective we should add that industrial arts provides a practical application of mathematics and science. I am sure that a student who cuts a miter joint and finds that it doesn't quite come together by about an eighth of an inch suddenly realizes that an



*Through a well-integrated program of activity and study, industrial arts — as a part of the general education curriculum — achieves the nine objectives listed by the author.*



eighth of an inch is quite a large measurement. Up until that time the one-eighth has just been a mark on a rule. In the area of metalworking, the use of a machine lathe certainly emphasizes how important one thousandth of an inch can be. When a piece of metal that must fit snugly into another piece of metal is only a thousandth or two undersize, then this kind of measurement has meaning. We could go on and list many, many practical applications in the field of mathematics.

The same is true in the field of science. For example, in science classes students learn about the molecular structure of steel and become familiar with some of its characteristics. These same students really have a chance to experiment and get firsthand information about steel while working in the

shop. When a student attempts to make such a simple item as a chisel, he soon becomes familiar with the molecular structure of steel in the annealing and tempering process. Should the steel become too hard and the chisel shatter the first time he uses it, experience provides firsthand information on the crystalline qualities of steel.

These are but a few applications in the areas of mathematics and science that are carried on daily in the school shop. If it is considered that a practical application can provide a new insight and a realistic approach to our educational process, then again I am sure you will agree that industrial arts is doing the job.

#### **Eighth — to Understand Industry**

We are living in an industrial world;

we all agree on that. Somehow we have to provide these students with an opportunity to understand this industrial world, to know the responsibilities of a foreman, to know the function of the safety engineer, to know the job of a leadman, and to know something about how mass production takes place. You cannot appreciate industry by reading about it as much as you can by actual participation. When a student goes through a shop program in which the class studies shop management and tries to operate similar to industry, then this is a real learning experience. If we are to teach students something about this industrial world, I think we can do it in industrial arts.

#### **Ninth — to Work Co-operatively**

We very often hear people in industry say that the ability to get along with other people many times determines the success that individuals have on a job. The ability to cooperate and get along with others on a job is something that cannot necessarily be learned through group discussion as well as by actual on-the-job training. In our industrial arts program students have an opportunity to work with other students, to share tools, to assume cleanup responsibilities, and to become a part of a working group. This is real democracy in action. If industry feels that the combining of a team effort helps do a job, then we can again state that industrial arts is one of the educational areas that can do this best.

#### **Tenth — to Use Leisure Time**

Not too long ago, a 48-hour week was common in industry, but now we have the 40-hour work week. There is some indication that the 35-hour work week is not too far off.

It seems that in the future we shall have more leisure time than formerly. The do-it-yourself movement has been primarily started by the fact that people have leisure time, and also, people like to be able to say, "I did it." Pride of ability to do something useful is important to many people. If people are going to be able to find out the kinds of things they like to do, then we need to provide some experiences for them which will enable them to use their leisure time wisely. Industrial arts provides an opportunity for students to learn about materials which they can use in the leisure time which they hope to have later in life.

I might consider listing other objectives as necessary for the industrial arts program. If you consider the objectives outlined as necessary for our American way of life, then I am sure you will see that industrial arts is necessary in our educational system. ■



# That Wonderful Senior Year

**LEO W. JENKINS**

*Dr. Jenkins is vice-president of East Carolina College in Greenville, North Carolina.*

A surprisingly large number of students enter the senior year of high school with enough units earned to be eligible for entrance to college. This, of course, is accompanied by their taking five prepared subjects during the first three years, attendance at summer school, and earning one or two units in the eighth grade. This final year for these people who number as high as 60 per cent of the graduating class in several schools should be a great experience in a highly enriched curriculum—a time in which the students could go into advanced study in areas of their particular interest or talent. Young people with ability in science, for example, could embark on projects of enough merit to have some carry-over value in college. The strong English language students may begin to write for minor publications, while the future mathematics majors may care to dabble in college level mathematics.

All this, unfortunately, is seldom the situation. Instead, the senior year often becomes a time for relatively easy sailing with simple free electives completing a facile program. To be sure, senior English is generally reserved for this year, but beyond that the struggle for the high school diploma is about over, and no one is more aware of this than the students. There is not much use of discussing the waste in terms of the money involved. Great as that is, there exists a still greater tragedy—the loss to the students and the resulting burden this practice thrusts upon the colleges. An effortless year at a critical time in an adolescent's life hardly affords adequate practice in worthy study habits and seldom develops attitudes needed at college or at the learning stage of a new job. It is obvious that the attitudes thus formed make the transition to college exceedingly difficult. The colleges, in turn, must resort to two wasteful practices, both of which could be avoided by using properly the senior year. One is the ever expanding non-credit remedial programs and the other is mass freshman dismissals. Always in the background with both schemes are

long lists of probational students.

## Practices to Be Encouraged

It is suggested that boards of education, in their policy-making function, consider the possibility of encouraging the following practices:

1. Superintendents and principals should be advised to arrange for college admission for qualified and superior students at the end of the junior year. Some colleges will not enter into such programs but a considerable number of fine institutions not only will, but have been doing this for many years. Each school should compile a list of colleges in which such a relationship can be arranged. A close follow-up study of all students entering college under this scheme should be made. Periodic evaluations should be made by appropriate officials and faculty from these colleges and high schools.
2. A program in which high school seniors may earn college credit by examination should be worked out with as many colleges as possible. The plan would simply mean the students would study one or two agreed-upon college subjects such as algebra, English, history, or science and submit to examinations given by the college from which credit is desired. Passing of this work would result in the awarding of regular college credit toward a degree.
3. All rising seniors planning to attend college should take college entrance examinations at the end of the junior year. Students who are deficient in any area as revealed by these examinations should then be required to take remedial work in that area during the senior year. At present our colleges are finding many students woefully weak in English and mathematics. It does little good to discover this after the students are enrolled in colleges. To be sure, it is not difficult to blame the high schools for this situation, but unfortunately, this practice does not solve the problem. The most prevalent procedure now is for the colleges to embark on high school programs instead of getting started with their assigned task of offer-

ing genuine college level work.

Remedial programs during the senior year at high school should diminish considerably the foolish and wasteful practice of periodic mass dismissals during the freshman college year. It is obvious that large groups of failures and college remedial classes are both highly expensive and distasteful to all concerned. This business of being unprepared is a high school problem and should and could be solved there during the senior year.

In fact, society would probably not blame the colleges if they were to throw this responsibility back where it belongs. Some colleges are doing it now. More should join them. In other words, if a student is not ready for college academically, he is sent back to spend additional time in the high school getting ready. Public high schools have no moral right to let the students drift through the senior year when they know from reports of previous graduates that these students are in dire need of either additional instruction or remedial assistance in subjects that have been previously taught. Regardless of the winners of the arguments as to who should pay the cost of higher education—the student or the government—all seem agreed that the colleges ought to do college level work and not high school level work. It is much cheaper and better to let the high schools do high school work.

## Students Should Be Prepared

It should be the high school's responsibility to ascertain from the colleges the specific background needed for the several freshman subjects. Our good high schools are already doing this and have been doing it for years. When this is done a genuine effort should be made to prepare students to satisfy these requirements.

4. Each school should administer a simple questionnaire to the members of every graduating class approximately one or two years after graduation with the purpose of ascertaining curriculum weaknesses as felt by such graduates. This should result in some corrective measures throughout the entire high school curriculum but more particularly during the senior year. Recently I saw the results of one of these studies in which many students said that English was the area of their chief weakness. It should now be evident to this particular school that something should be done in this area. The senior play is very fine and so is the junior-senior prom, but they lose much of their significance if they contribute to students leaving school academically handicapped and unable to compete successfully with their contemporaries who receive adequate preparation. ■



*A statement explaining why and how the NSBA must become an action organization along the lines of the policy decision adopted by the 1961 convention's Delegate Assembly.*

## The NSBA Must Meet the Challenge of an Action Organization

K. FORBIS JORDAN

*Dr. Jordan is assistant executive secretary of the Indiana School Boards Association, Indiana University at Bloomington.*

Yes, times are changing. . . .

The National School Boards Association has voted to become an action organization. The NSBA Delegate Assembly has made the decision. The national group is again following the pattern which the various state associations have found to be successful within their states.

Because of the multiplicity of problems and issues facing the public schools, the NSBA has recognized that it must meet its responsibility to provide a collective voice for school boards at the national level. If the NSBA does not provide this voice, it will actually be abdicating the responsibility to pressure groups which are not concerned with the total picture in public education.

### State Groups and the NSBA

The state school boards associations are basically federations in the same manner as is the NSBA. Each local board, or each local board member in some instances, has an equal voice in the decision making processes of the state association.

The state associations have functioned effectively and have provided a collective voice at the state level. The NSBA with the proper leadership and information should be able to do likewise.

In the many facets of public education there are, undoubtedly, some areas of common agreement which can serve as beginning in the policy activities of the NSBA at the national level. To do this effectively demands vision beyond the boundaries of states. School boards through their state associations have demonstrated that they can rise above personal interests and seek to develop

better educational opportunities for the children within their state, even when such action might constitute a threat to the continued existence of their local school district. There is no reason to think that the same thing cannot be done on the national level.

Many of the state associations have had as their basic purpose to promote public education within their state, or to provide better educational opportunities for the public school children within their state. If, in the growth and development of the state associations, this has led them to become action organizations in many instances, why cannot the NSBA also become an action organization? The NSBA undoubtedly must have the same basic purposes. Action in itself is not undesirable; it is the type of action and reasons for taking action which may constitute the undesirable activities. It is in this realm that leadership has responsibility—leadership secured in the true democratic processes and supported by the entire membership with all members willing to function effectively without regard to their prior position and interests. These are the basic processes which have made our nation prosper; if this can work in other realms of our society, why cannot it work in the operations of the NSBA?

### Needed: a Collective Voice

On every street corner educational matters are being discussed which will influence the future of the public schools in the United States. The basic question is: "Will the school boards have a collective voice in the national scene, or will their silence be interpreted as evidence of a lack of concern, or an unwillingness to take a stand?"

This is the basic problem with which the NSBA should be concerned. Rather than let representatives of other groups present views which they purport to be wishes of the school boards in America, it seems much more logical for the NSBA to assume this role and begin to mature and achieve the stature which it so richly deserves.

Rather than indicting one group of persons or particular individuals, those who are concerned with the continued life and growth of the NSBA should act constructively and seek to find how that the school board movement on the national level can continue to grow and achieve its deserved stature. Instead of contending that to take action is necessarily right or wrong, those in the NSBA have a responsibility to assist in the decision making process and to help guide this maturing organization in directions which will lead to its being a positive voice for public education in America. If it is true that lay control of education is one of the prime reasons for the success of our nation, educational leaders in America have to work together to prove to America and to the world that the system can meet the challenges of our changing times. Those who sincerely believe in the school board movement must pool their resources and their past experiences and help to guide the National School Boards Association in directions which provide the greatest opportunities for true service, whether these opportunities lie in the field of action or service, or in some combination of both.

The NSBA can meet the challenges. It must, or other agencies will displace it, and lay control of education may eventually be displaced in the total process. ■

## The School Plant

A special report, "A High School by Increments," is presented in this month's SCHOOL PLANT section. Featured is the West High School in Torrance, Calif., which will soon begin its first phase of construction.

The addition of facilities to a special school is covered in another article which reports on new construction at the Missouri School for the Blind in St. Louis, Mo.

Other subjects reviewed in this section include finance, economy and budgeting, and lunch programs — all designed to aid the school administrator and board member.



Missouri School for the Blind, St. Louis, Mo.

## Facilities for Teaching Blind Children

*Planning and building a school addition are difficult tasks, but circumstances made the design of this addition even more difficult!*

A major addition to the existing plant of the Missouri School for the Blind in the form of administrative, educational, and dormitory facilities was constructed recently in St. Louis, Mo. Architects-Engineers Pearce and Pearce, Inc., of St. Louis designed the new addition for the school which is a state institution directed by Superintendent George D. Heltzell.

The original building on the present site dates back to 1903. Major additions to the plant were carried out with the construction of a music department, library and study facilities in 1946; a swimming pool and student dormitories in 1949; and a



## DAVID W. PEARCE

primary classroom and dormitory addition in 1954.

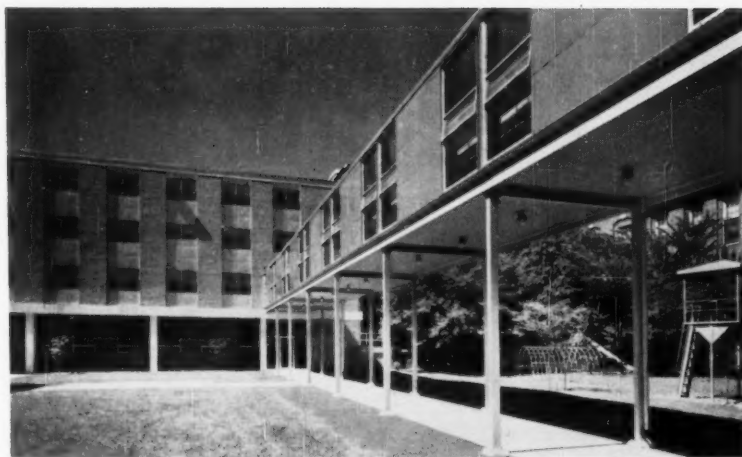
The latest expansion program added a total of five buildings, connected by corridors, to the existing facilities. Included in the new addition are five dormitories, an infirmary, three classrooms and one life science laboratory, faculty quarters, administrative offices, ground floor recreation areas, and superintendent's quarters.

Total acreage of the school site is approximately five and one-half acres with the existing plant covering a large portion of the site. Strictures of the rigid boundary lines were a major factor in the design of the new building.

AUGUST, 1961

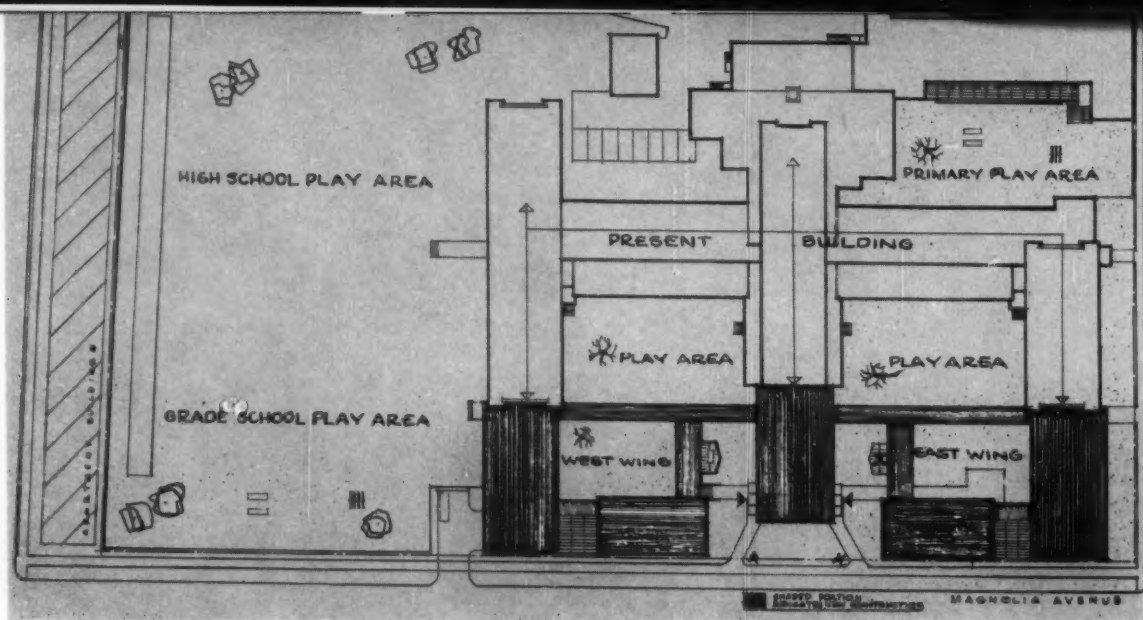


*Science laboratory*



*One of the closed corridors connecting the second floors of the new wings is shown above. Note the uninterrupted play area. Below is the lobby, located in the center wing addition.*





*Plot plan of the Missouri School for the Blind showing the new wing additions.*



*Mr. Pearce is a member of the firm of Pearce and Pearce, Inc., architects-engineers of St. Louis, Mo.*

Since the school is a residential school for the blind with the majority of the student body remaining in or around the campus 24 hours a day, the students must be under constant supervision. During the regular school day, they are under the direct control of their teacher who is responsible for each child's activities. This teacher supervision is between the hours of 8:30 a.m. and 4 p.m., the regular school day. The remainder of the day and night the student is under the supervision of a housemother or father. This involves control over the recreational and housing activities.

Planning the new addition was based on the following concepts: (1) that the open play spaces on the west side of the site should not be violated; (2) that any new building or buildings should retain as much open space as possible; (3) that the symmetry of the present building is handsome and should be retained; (4) that circulation in the new structure should be self-contained, except to allow access into the existing building.

The actual solution resulted in a series or grouping of buildings. The three dominant wings of the existing structure were continued forward. This retained the symmetry of the building, giving a visual tie between old and new. As a tie between the

main building extensions and to enclose open space for recreation and play, the classrooms were balanced with the superintendent's quarters.

The new construction extended to the end of the property line. The ends of the main building extension are blank to provide a buffer for the street noise. The connecting classrooms and superintendent's quarters face Magnolia Avenue, but have screen walls on the ground floor. The view from the second floor is directly into the park across the street.

The floor to floor heights of the existing building are 14 feet. Since the architects did not want to repeat this height, they connected each new building to the old with stairhalls. The stairhalls did not necessarily lead into the existing plant, as the designers did not want to break through present adequate facilities where these occurred. Therefore, an enclosed corridor was constructed connecting each of the main building extensions. This corridor was raised allowing the play space to continue uninterrupted below. At selected control points the architects tied directly into the present plant.

This school is planned to work as a series of smaller schools within an over-all framework. Each of the dormitories is self-contained. The infirmary is centrally located to all the students without forcing them to



go through areas that are normally restricted to one sex or age group. The access between units such as dormitories or classrooms, is controlled at corridor intersections.

The over-all plan includes two dormitories and a play room for boys in the west wing; two dormitories and a play room for girls in the east wing; one girls' dormitory, faculty apartments, infirmary, and administrative area in the central building.

The structure is reinforced concrete frame, with exterior walls of

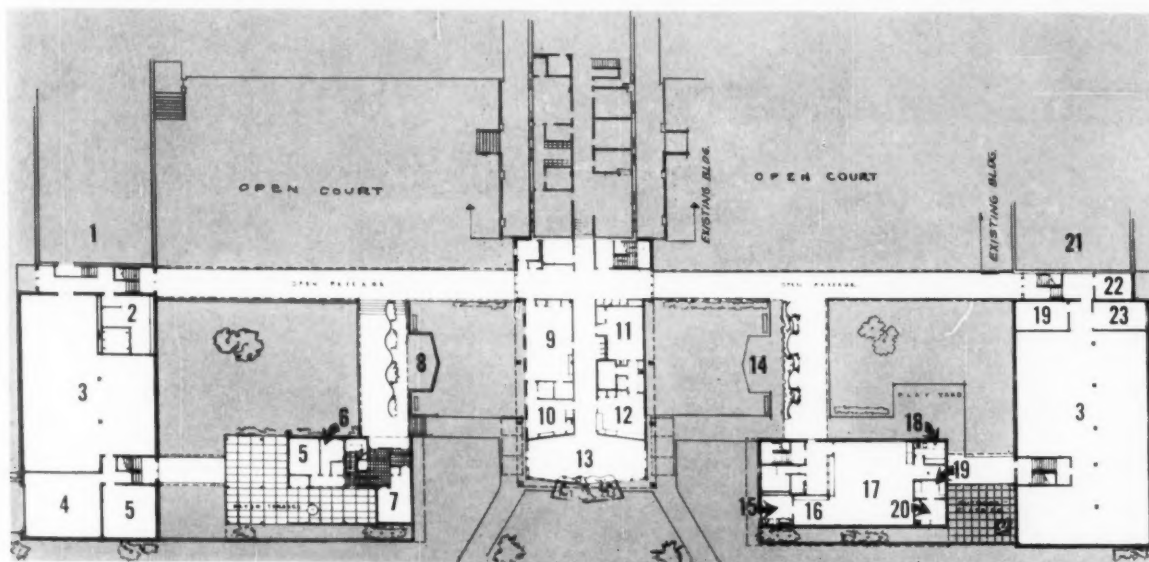
brick, porcelain, and limestone veneer. The concrete frame is exposed on the exterior and sprayed with white plastic. Roof construction is concrete. Interior building materials include asphalt, vinyl and terrazzo floors and plaster walls. Vacuum steam heat and air conditioning of the superintendent's residence and the public offices is included.

Externally, the design was considered residential in character. Soft pink brick is a tie with the present building. The white structural frame

accents the pink brick. Above and below the windows are light blue porcelain panels. Porcelain panels are used further on the connecting corridors to allow bright color accents.

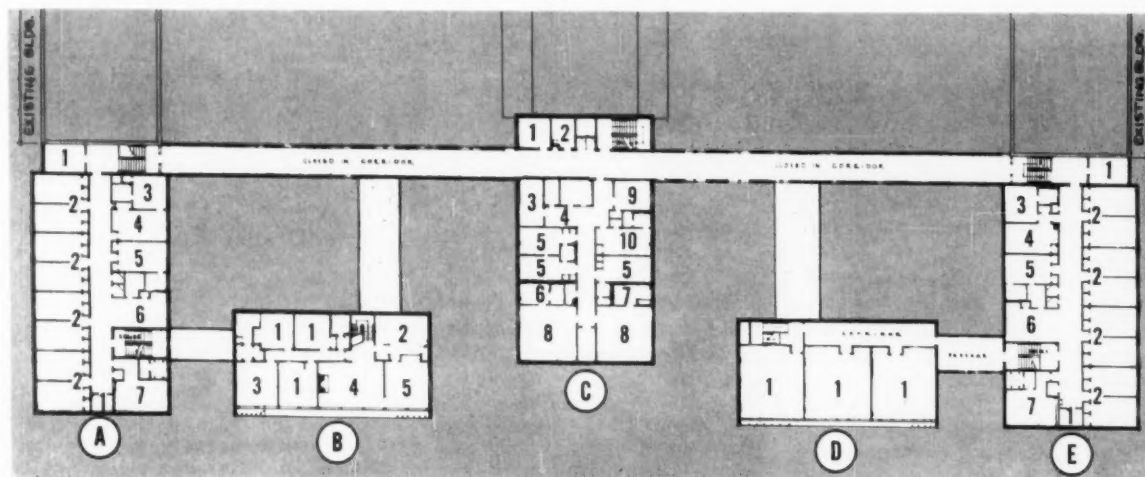
Two inside court areas have been placed on each side of the central wing. The west court will provide space for a piece of sculpture. The east court will have a bell tower.

Total cost of the new addition was \$891,507, which amounted to \$16.82 per square foot. It was ready for occupancy in November, 1959. ■



Above is the first floor plan of the new wing additions. The legend follows: 1. boy's gym, 2. boys' locker room, 3. ground floor playroom, 4. superintendent's garage, 5. work room, 6. laundry, 7. den, 8. sunken display, 9. superintendent's bedroom, 10. secretary, 11. business manager, 12. receptionist-secretary, 13. lobby, 14. bell tower, 15. grow room, 16. reading room, 17. science lab, 18. dark room, 19. office, 20. prep storage, 21. girls' gym, 22. storage, 23. storage. Below is a plan of the second floor. The legend is as follows: A. boys' dormitories, 1. storage,

2. 4-bedroom unit, 3. bedroom, 4. living room, 5. guest room, 6. lounge, 7. toilet; B. superintendent's quarters, 1. bedroom, 2. kitchen-dinette, 3. master bedroom, 4. living room, 5. dining room; C. infirmary, 1. nurses' lounge, 2. storage, 3. examination room, 4. kitchenette, 5. isolation ward, 6. girls' bath, 7. boys' bath, 8. 5-bed ward, 9. dentist, 10. nurses' ready; D. classrooms, 1. classrooms; E. girls' dormitories, 1. storage, 2. 4-bedroom unit, 3. bedroom, 4. living room, 5. guest room, 6. lounge, 7. toilet.





*An architect's perspective of Manchester, N. H., Memorial High School.*

## Manchester Memorial High School

### JOSEPH E. BRONSTEIN

*Mr. Bronstein is Principal of Memorial High School, Manchester, N. H.*

Set on a sloping 43-acre site in the southeast section of Manchester, N. H., is the new Memorial High School, designed to serve a student body of 1600. Memorial, like the two other city high schools, is a comprehensive school offering many different programs of study to fit student interests, plans, and abilities.

Basically an E-shaped building with courtyards and plantings separating the individual wings, it is a two-level structure at the rear only with related departments concentrated in separate wings. The ground level comprises three main sections: humanities wing, science-mathematics wing, the administrative-arts sector. The lower level houses the commercial department, foreign language laboratories and classrooms.

Three departments usually located in relatively inconspicuous sites in the school building—art, home economics and science—have been placed near the main entrance and the auditorium-cafeteria center to draw attention and interest.

In addition to such functional features as practice music rooms, teacher workrooms, conference rooms, student activity rooms, language laboratories and an administrative suite housing the principals, guidance counselors, registrar, school nurse and office personnel, the school boasts other noteworthy facilities.

Adjacent to the school library is

a library classroom designed to accommodate students as they undergo regular or periodic instruction in the use of the library. An English lecture room with facilities for 125 students will permit the combining of several classes to participate in audio-visual programs. An arboretum to care for the more talented students in science has been provided.

A multi-purpose cafeteria, seating 500 students, occupies a central position in the building, serving as a student dining room, a study hall, and recreation center. Built-in dividers provide storage space for books during lunch periods and suitable room dividers for study periods. A separate auditorium, seating 600, has been designed to capture the intimacy of the small theatre with modern acoustical advances. The stage is wall to wall, rather than the conventional proscenium arch or framed stage.

Ultimately the playing fields will be located behind the school; in addition, the parking area will serve as an outdoor physical education area.

The new school, which is a memorial to the men and women of Manchester who served in the armed forces, marks a departure from the conventional high school building seen in northern New England as it blends the functional, the contemporary, and the esthetic in a two-level school.

#### Cost

bid cost, \$2,182,880  
capacity, 1500  
square feet, 144,000  
cost/sq. ft., \$15.16  
cost/student, \$1,455.25

#### Facilities

offices, 6  
classrooms, 27  
art room  
commercial, 8  
laboratories, 8  
library  
music room  
industrial arts, 4  
mechanical drawing  
clinic  
teachers' rooms, 4  
lecture room  
student activities, 2  
auditorium (seating 600)  
gymnasium (seating 1500)  
cafeteria (seating 500)

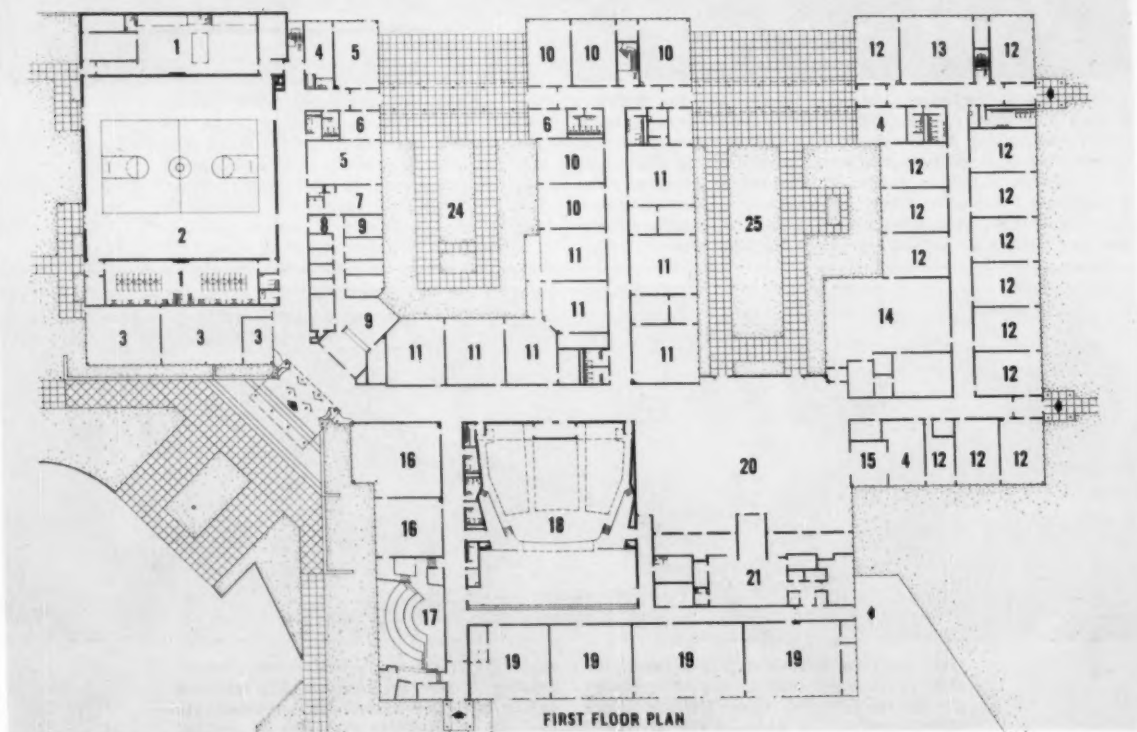
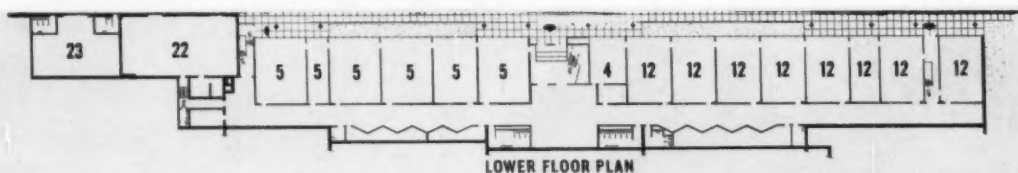
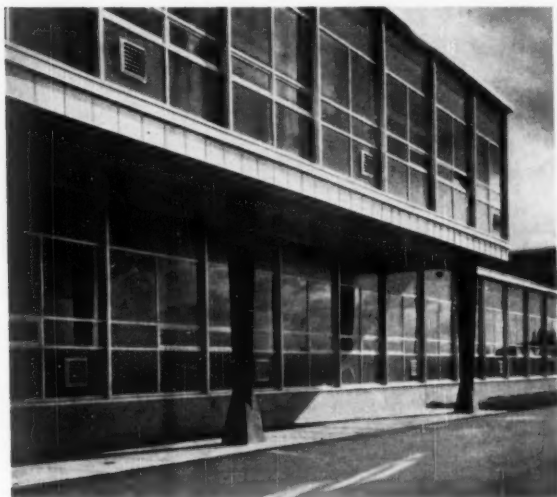
#### Construction

exterior facing and trim: curtain wall and brick  
construction: steel frame  
roof: T & G on poured gypsum  
corridor and stair finish: ceramic floors, vinyl on plaster walls  
classroom finish: vinyl on plaster  
floor coverings: ceramic, vinyl asbestos, asphalt  
auditorium finish: vinyl on plaster  
gymnasium finish: brick wainscot, vinyl on plaster  
rest rooms: ceramic floors and walls  
lighting: fluorescent  
heating: forced hot water  
insulation: gypsum-roof; foamglass-walls

#### Products

Heating: controls, Barber-Coleman; boilers, Cleaver Brooks; unit heaters, Nesbitt  
Electrical: lighting, Holophane; program clocks, Standard Electric Time; fire alarm systems, Gamewell; intercommunicating telephones, Stromberg-Carlson; panel boards and electrical control, General Electric  
Sanitary: fixtures, Kohler  
General: bleachers, Hussey Mfg. Co.; auditorium seating, Peabody; laboratory furniture, Sheldon; art tables, Sheldon; curtain wall, Kawneer; paint, Pratt and Lambert; weatherstripping, Kawneer

To the right is the school auditorium. Below is a section of the curtain wall construction.



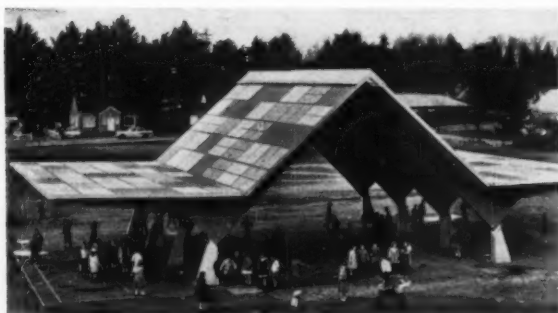
Floor plan of the Manchester Memorial High School. The legend is as follows: 1. locker rooms, 2. gymnasium, 3. home arts, 4. teachers, 5. commercial, 6. student activities, 7. health suite, 8. guidance, 9. offices, 10. mathematics, 11. science, 12.

humanities, 13. lecture, 14. library, 15. faculty dining, 16. arts, 17. music, 18. auditorium, 19. shops, 20. dining-study hall, 21. kitchen, 22. boiler room, 23. equipment storage, 24. science court, 25. memorial court.



Architects for the new Mattie Hambrick Junior High School in Houston, Tex., were Lewis S. Maguire and Associates of Houston. Estimated cost of the school is \$840,000. Facilities for 1000 students include 28 classrooms, a library, auditorium, cafeteria, student activity area, science laboratory, sewing laboratory, foods laboratory, band, shop and administration area. The plant is

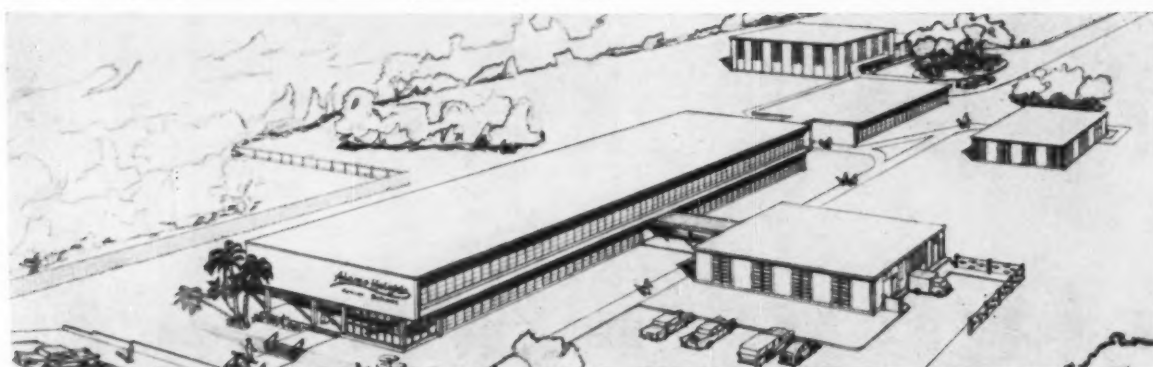
in a "T"-shaped design and zoned into two elements—a two-story classroom wing with the auditorium, library, band, and administration area forming one element, and the cafeteria, shop and gymnasium forming the second element. Superintendent W. W. Thorpe heads the Aldine Independent School District for which the school was constructed.



This plywood component play shelter, designed by Architect Robert B. Waring of the Douglas Fir Plywood Assn., was recently constructed for the Park Lodge Elementary School in Clover Park School District, Pierce County, Wash. The 82 by 56-ft. shelter, based on a new, economical fir plywood component called the delta frame, contains two experimental materials. One is a Hypalon tape which is used to create a mosaic-like roof pattern by breaking up large blocks of color.

## Notable New Schoolhouses

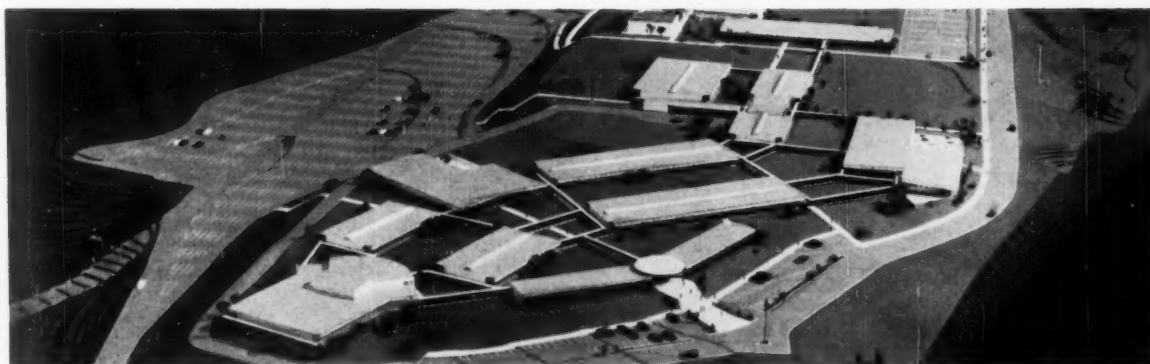
school building  
scrapbook



Only fourteen months elapsed between the start of planning and the end of construction on the \$571,300 Alamo Heights Junior High School in San Antonio, Tex. Designed by architects Harvey P. Smith and Associates of San Antonio, Tex., the school will accommodate 1000 students with possible expansion for 200 more. Facilities include 26 classrooms, a library, and home-

making, art, and mechanical drawing rooms totaling 34 teaching stations. Also included in the plant are a cafeteria, a gymnasium and a music building. Covering an area of 62,500 sq. ft., the school has a unit cost of \$8.50 per square foot. Ed Robbins is superintendent of the San Antonio School District in which the school is located.





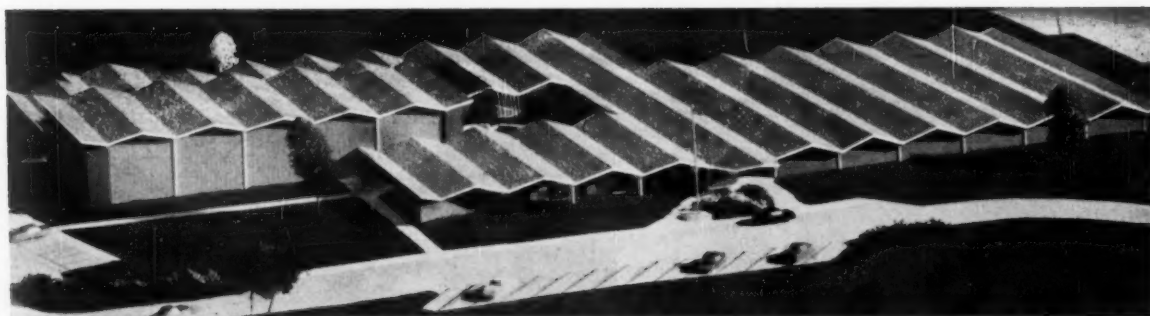
The Kearny Mesa Junior College in San Diego, Calif., will contain 14 separate buildings in the first phase with planned expansion eventually to 21 units. Buildings include: music-drama auditorium; art; vocational nursing and home economics; administration; library; business education and medical-dental assistant training; language arts; central services and cafeteria;

two life and physical science buildings; technical building; heating plant; physical education; and men's gym. Immediate design capacity is for 2500 students with projected expansion to 3500 in the near future. Completion is planned for the fall of 1962. Frank L. Hope and Associates of San Diego, Calif., designed the project.



A new Joint Administration building for the Board of Education and Park Commission in Memphis, Tenn., was designed by Memphis architects Dean E. Hill and Associates, Robert H. McCarty and Clarence H. Fisher. Facilities for the \$2,751,000 building include a complete IBM system to handle all types of school accounting, a demonstration kitchen to be used to train

school-feeding personnel and an Educational Materials Center which will house all new textbooks and training materials for the coming year. Other features include an auditorium and central lobby in addition to offices for both groups. Square foot cost of the building, which is scheduled for completion in the fall of 1962, is \$17.45.



Estimated cost of the new Coronado Junior High School in Bethel, Kans., is \$731,361. Designed by Architects Horner and Horner of Kansas City, Kans., for a student population of 950, the school contains 34 teaching stations in 63,215 sq. ft. of space. Roof construction is of thin shell inverted "V" concrete with built-up roofing over Zonalite insulation. Facilities include 18 typical classrooms; one classroom or lab-

oratory each for typing, foods, clothing, arts, crafts, drafting, general shop, instrumental music, and vocal music; three science classrooms; a multipurpose room; two locker rooms; 13 toilet rooms; administrative and counseling departments; a teachers' lounge; nurse's station and kitchen. Dr. G. Wendell Hubbard is superintendent of Bethel schools.

# Quality Schools

## at Budget Prices

KENNETH F. GILL



*Mr. Gill is superintendent, Community Consolidated School District No. 21, in Wheeling, Ill.*

School District No. 21 in Wheeling, Ill., is struggling with the problems faced by many school districts in the exploding population area of north suburban Cook County, Illinois. Diligent effort is necessary to secure sufficient staff members and adequate building facilities, both important pre-requisites to maintaining high standards of education.

One of our major difficulties is that families in the Wheeling-Buffalo Grove area have been averaging approximately 2.6 children per home. Our pupil enrollment has grown from 1100 to 2100 pupils during the last two years. Current home construction plans would indicate an estimated enrollment of approximately 4500 children by 1965. We would then need approximately 150 classrooms as compared to the 67 classrooms which we now have.

Our school enrollment has tripled since 1954. New subdivisions with as many as 700 new homes are mushrooming, with hundreds of acres of land suitable for home sites still available for development.

### Financing Difficulties

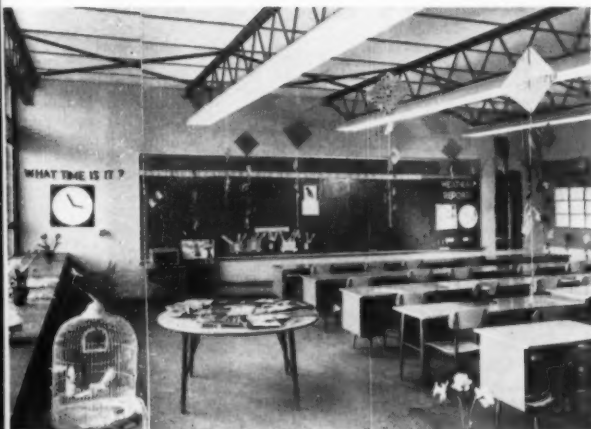
The assessed valuation of property in our school district has increased rapidly during the last decade, but has not kept pace with the increasing enrollment. In addition, the time lag of as much as two years, before actual tax payments are realized on new improvements, works a serious hardship on us, since we do not yet have sufficient industrial and commercial property to

offset the drain on school funds in this interval. For the moment a house is up, families move in, and during most of the year, enroll children in our schools as soon as possible. In the current school year, our expenditure per pupil in average daily attendance is \$462. Multiply this by a continual school population explosion factor and it can be readily seen how even a short period when the school district must provide education without the increased cost being borne proportionately by the family involved, creates a serious problem for us.

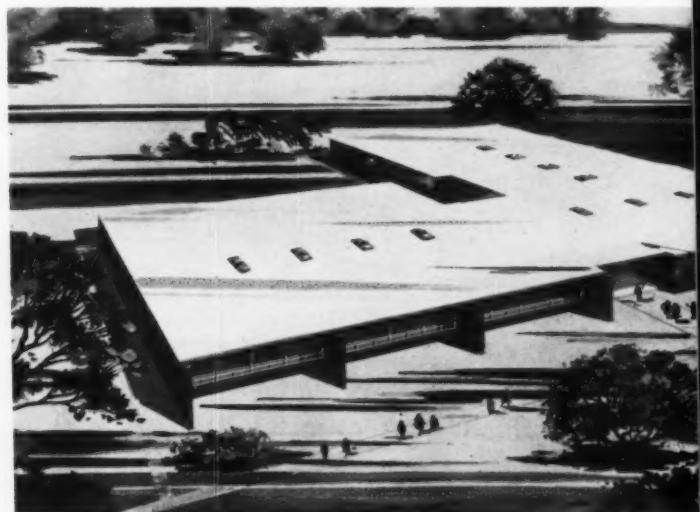
Maintaining our school system with funds available becomes increasingly difficult because of ever increasing enrollments, rising prices of school supplies and equipment, and the persistent wish to improve the quality of education. Only through team effort on the part of the community, the school board, and the school staff can as high standards be achieved. Complete unity has been achieved in our school community and great strides have been made.

### High Standards on a Budget

In a situation like this, school administrators may ask: Is it possible to build new school facilities that will meet low building program budgets and still provide physical plants that will maintain the most demanding educational standards? For the people of our community are unwilling that their children shall receive less educational advantages than those of surrounding districts,



*Two views of the Louisa Mae Alcott School: built to help meet the exploding enrollment situation in the Wheeling, Buffalo Grove, Ill., area.*



many located in the wealthiest areas of metropolitan Chicago.

Our architect, S. Guy Fishman of Wheeling, assured our board of education that it was not only possible, but that we could expect our low-cost schools to function as well as any and be as esthetically pleasing to the community. He assured us the rate of obsolescence in both function and design would be no greater for the low cost.

Consequently, we built the 20-room Mark Twain Elementary School, now three years old, for \$9.25 per square foot. The Louisa Mae Alcott Elementary School, just completed, cost \$10.20 per square foot. This in an area where

comparable school construction costs are ranging from \$12 to \$18 per square foot.

More importantly, our schools have every quality feature—function, beauty, ease of maintenance, etc. We have an average classroom size of 28.4 students; 25 to 27 in the primary grades, 24 to 35 in all others, with no overcrowding of any kind, no double shift classes, and no lowering of educational standards. We maintain a neighborhood school system, in which most children are within walking distances of their homes and go home at noon for lunch.

We also have facilities for a special education department to foster maximum development of the abilities of children who differ markedly from the normal in some respect. Special education adds to, supplements, and carries forward the general program of education in our school district. It is an integral part of, and not apart from, the general education program. Two braille resource teachers serve the braille program for the school district. Seventeen blind children are thus enabled to attend school like normally sighted children.

One special teacher has a room which serves eight multiple handicapped children. We have speech correction programs, remedial reading, guidance and counseling, and a school nurse. These all require special physical plant facilities, which we have.

#### A Showplace

The Louisa Mae Alcott School has been visited by school superintendents and school boards from various places. All express amazement that we were able to provide such a complete and handsome school facility at such a low cost. Needless to say, the building is already one of the showplaces of the community. The principal and the teachers express entire approval of its plan and facilities.

For example, the concept of providing a hexagonal multi-purpose and gymnasium building, separate from the main structure, with a connecting corridor, has effectively soundproofed the noises of this area. The hexagonal shape, although somewhat startling to us when first presented, has proved a dramatic feature of the overall design. It is also functionally ideal for children's games most of which are based on the square or circle.

#### Exposed Materials

There is as much use of exposed materials in our Alcott School as is found in the average facility constructed on low-budget principles. But the difference is that in the Alcott School one is simply not aware of this. In fact, the building gives one the feeling of being

an ideal solution that found its proper site and that anything added would be non-essential to the pleasing effect.

Yet the architect not only used concrete block, but he also used the structural steel members of the building in an exposed treatment that not only reduces costs, but adds color and interesting architectural effects to exteriors and interiors as well.

Alcott is a 10-room, K-6 school, expandable to 20 rooms. Its special rooms are sufficiently flexible in design to become classrooms in enlargement programs. Corridors seem spacious, using several colors in combination, themed to buff walls with the brilliant striping of exposed red beams. An entire wall in charcoal color and with marble-like effect, dramatizes the main entrance, contrasting with exteriors and emphasizing planters and landscaping. The principal's and school administration offices are located in the plan, for maximum control, at the juncture of the corridors, creating a lobby space. Large expanses of glass are used at the opposite north and south entrances. The wings of the building, create a small garden court on the north.

Materials are made to do double duty. Thus the roof decking is of a type that can be left exposed, and will offer acoustical qualities, and ease of maintenance as well as lower initial costs.

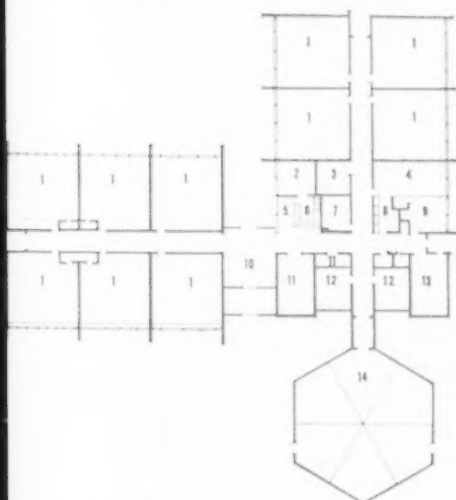
Some of our classrooms have individual toilets, which is a facility that is often sacrificed for the lower cost planning of central toilets which we have as well.

We are continually experimenting in the district to find new educational methods that will be an improvement, so we require a flexible school plant, with rooms adaptable to any future change in our teaching systems. Alcott has the benefit of this planning for the future.

Frankly, we have not stinted in any place, that we can see, where an additional cost investment in the building would mean a more functional or more esthetically pleasing facility.

#### More Effort in Planning

It is true that getting such a well functioning and attractive school at the lowest possible cost requires a great deal more effort in planning and research on the part of both the school district and the architect. If this planning team, however, working together as we did is willing to shoulder the added time and muster the adequate skills necessary to refuse any compromise in an effective educational program, it is still possible to build new schools that will in no way reflect the crisis of exploding school populations in heavily residential, builder-developed communities, which so often lag in sufficient bonding power. ■



Facilities in the Alcott School are located as follows: 1, classrooms, 2, principal, 3, boys' toilet, 4, teachers' lounge, 5, reception, 6, secretary, 7, girls' toilet, 8, kitchen, 9, health, 10, entrance lobby, 11, storage, 12, special instruction, 13, mech. equipment, 14, multi-purpose room.





## A High School by Increments

ROY DONLEY

*Mr. Donley heads the architectural firm of Roy Donley and Associates, Los Angeles, Calif.*

The citation awarded West High School, Torrance, Calif., at the recent San Francisco convention of the American Association of School Administrators gains significance by the fact that the design is not just the architect's brainchild, but is based on an unusual two-year study by a special planning committee of educators co-operating with the architect.

Among the wealth of ideas produced by this group effort is a novel plan for "package high school" increment construction which distinguishes West High School.

Other communities might find practical benefits in both the planning committee approach and package increment development as demonstrated in Torrance.

Torrance, twenty miles from downtown Los Angeles, faces typical problems associated with rapid growth. For the school district, this means an urgent need for new classrooms complicated by limited available fi-

*A novel plan for "package high school" increment construction was developed by architect Roy Donley of Los Angeles, who designed the 3,000-student West High School in Torrance, Calif.*

nancing. Largely an industrial community with emphasis on technological and space age employment opportunities, Torrance is also concerned with the *kind* of education that will best serve its high school graduates.

Thus, when Dr. J. H. Hull, superintendent of the Torrance Unified School District, appointed the planning committee in 1959, he set two basic objectives:

1. Development of educational specifications for the new high school, including teaching programs, plant capacity, and facilities.

2. Translation of the educational specifications into architectural plans.

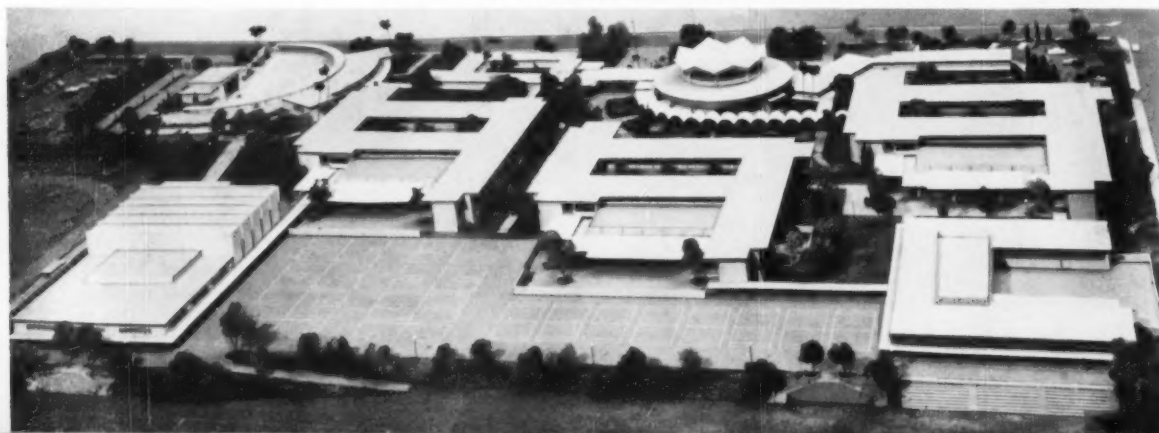
The committee included: Dr. Bruce Magner, chairman; Dr. Carl Ahee, principal of Torrance High School; John Lucas, principal of South High School; Dale Harter, principal of North High School; Richard Guengrich, assistant principal of North High School; James E. Crockett, director of school plan-

ning and construction; Dr. Craig Thomas and Dr. Max Appleby, educational consultants. As project architect, the writer served as a member of the group from the time planning began.

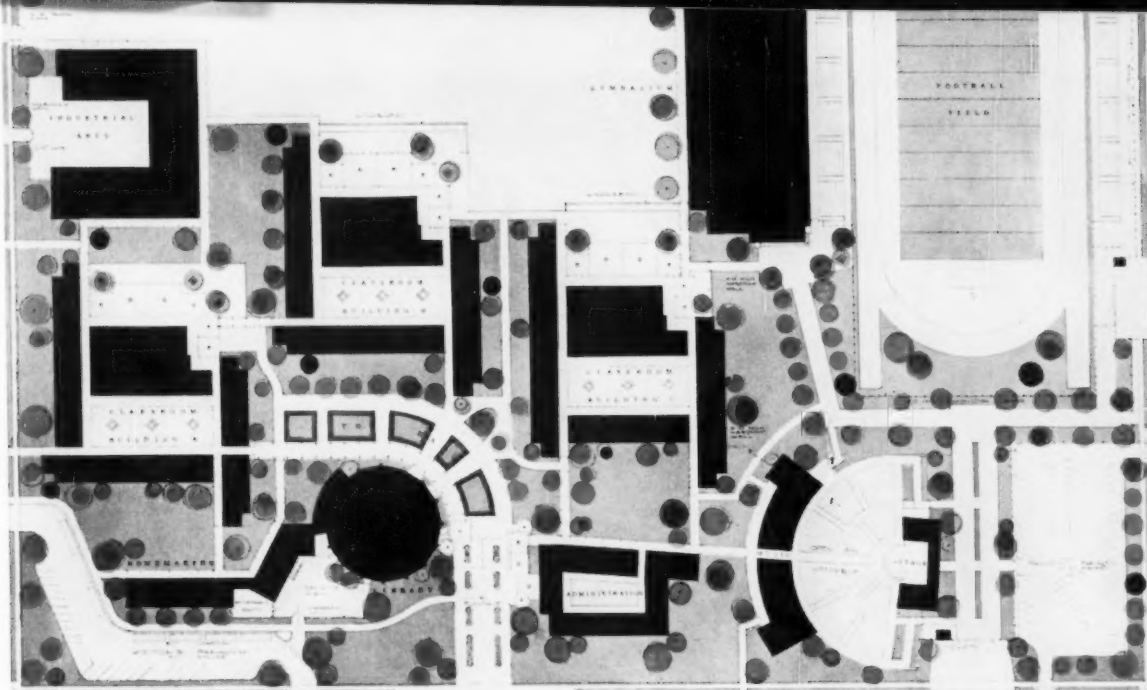
During the height of the planning period, meetings were held at least once every two weeks. Ideas were proposed, drawings submitted, discussed, evaluated, accepted or returned for revisions. From the architect's viewpoint, this free interplay of ideas, which often reached "brainstorm" proportions, was most beneficial. No problems were hidden, no questions unanswered—and there were no uncertainties remaining to cloud the final understanding.

Sub-committees of district teachers participated in the work along various departmental lines. Outside experts were also invited to meet with the planning group, and specialists from the office of the county superintendent of schools were particularly helpful in the creation of

*The architect's model of the completed West High School in Torrance, Calif.*







Shown above is the plot plan for West High School in Torrance, Calif. The first phase of construction will encompass the three buildings to the left of the plan — industrial arts, a classroom building and the library.

facilities for an excellent industrial arts program. Field trips to visit new construction in other communities were also part of the two-year study.

These activities, it should be emphasized, were rigidly confined within the original time schedule so that the committee's work and all architectural drawings were completed before the deadline date. Another factor that strongly controlled the discussions was cost.

As practical educators, the committee members were well aware that both initial construction costs and future maintenance expenses were factors in determining a school's true economy. Every proposal was measured against these yardsticks. When fully completed, the 3000 student plant should show a cost of about \$5 million — a reasonable figure for a high school of this size and comparable educational facilities. Its poured-in-place concrete walls and emphasis on durable interior materials assures minimum maintenance costs.

Dominating all considerations was the concept of a truly new high school rather than buildings evolved from convenient adaptations of old, and perhaps outmoded designs. We looked for fresh ideas from many sources to meet a specific modern situation.

Torrance's high school population is expected to double from its present 5500 within the next six years. Ultimately, many of these students will use their knowledge and skills in steel, aircraft, oil, electronics, missiles and other space age industries which typify the area. This situation obviously called for emphasis on science and mathematics; it also led to individual study cubicles, an unusual library — and the novel "package" increment plan.

Building by increments is normally a compromise saddled with disadvantages: over-construction in the early phases ties up too much money in premature facilities; under-construction means overcrowding, perhaps double sessions or an inade-

quate curriculum. Then there are the confusions, frustrations and dislocations of periodically moving from temporary to permanent quarters as each new segment is completed.

The decision to build West High School in increments was dictated by the availability of funds and anticipated rate of growth toward its ultimate 3000-student capacity. However, the traditional drawbacks have been largely overcome by a fresh approach to the old problem. The solution, hammered out in the course of two years of planning committee sessions, calls for construction in three phases, each providing all essential educational high school facilities for 1000 students. Problems of over-construction or under-construction are practically eliminated. Equally important, a well-rounded education will be available to even the first students.

The basic element of each increment is a 59,600 square-foot two-story structure housing 27 standard academic classrooms plus facilities

A cross section of a typical classroom building of West High School.





# Dollars Through The Fingers

JIM EVANS



*Dr. Evans is superintendent of schools in Baker, Ore., and had been appointed Fulbright administrator for study of European schools last year.*

We seek in vain who would harvest the school dollars from the golden bushes of Eldorado. Yet we, as 225,000 other school board members and 45,000 school administrators, are leaving millions of dollars ungathered annually in our own untended back yards. Luckily our lack of prudence and our shortsightedness are seldom recognized!

What knowledges and skills are needed to pluck this treasure? Merely alertness and a little training in *finance management* as contrasted to *school finance*, for there is a vast difference between the two. The first involves the genetics and reproduction of the dollar, and the second encompasses raising, accounting, and spending the school dollar. In school finance the dollar produces educational benefits; in finance management, the dollars produce compounded dollars for *increased* educational benefits.

Every administrator worthy of his salt has learned how to spend school dollars advantageously for the greatest educational benefit; every clerk knows how to account school finance with legal finesse; many a board member has become skillful in wresting additional dollars from reluctant taxpayers.

But few in the school arena are skilled in *finance management* of the dollars while they are waiting to do their educational job, and herein lies millions.

Consider that public schools handle and spend 25 billion dollars annually. This covers no mere coat of

paint for the little red schoolhouse, but represents a figure which needs training calculated to make the dollar produce more dollars. Banks and investment firms make fortunes by just such management of far smaller amounts.

On an average, *each school board member in America manages \$100,000 annually*, an amount to warrant the most careful management. Yet all too often such sums lie idle or are casually and even carelessly managed in the school budget — not stolen or really lost — but just plain neglected.

## Finance Management

Few finances originate in the local board. The school dollar usually comes to the local district through other hands — the assessor, the sheriff, the state, the federal government. These funds are subject to the management or mismanagement of these agencies while in transit. This in-transit management might be termed external management, being beyond the actual control of the local board.

Once received, the funds become subject to the management of the board, and it is from this internal management point of view that we should start, for it is here that management can become effective immediately.

## Internal Management

While it waits to buy Junior a college education, doubtless your personal money is working for you to

bring in the greatest amount of interest possible. While your dollar works what is happening to the school dollar after it enters the district and while it waits to do its educational job? Is there any unused money in your district which is lying idle? The profit to your district could be significant if you put it to work.

Examples are plentiful in districts both large and small. For instance, four exceedingly small rural districts in Eastern Oregon's Powder River valley area, each large enough to support only a one-room school, were reorganized. Only then did it appear that each had been sitting on a little nest egg in a special fund, completely unused for the past six years. The total was only \$40,000, which is infinitesimal when compared with sums used in present school financing. But in the six years previous to reorganization, the not-too-prosperous taxpayers of those small districts had lost \$9,600, an amount which was sizable enough to be significant to them.

The amount of money being lost in the United States because of idle money is unknown, of course, and it is impossible to make an accurate guess. As this article goes to press, the Oregon Senate's State and Federal Affairs committee hears a charge that the capitol county of the state is losing \$90,000 annually because of idle funds. Multiplied nationwide — ?????? Many banks now compute *daily interest*. So any sizable amount becomes significant if only earning for a few days.

*Suggestion No. 1: Put unused funds to work, even if for only a short time, within the limits of your state code.*

#### **Short-Term Borrowing**

A second problem which perhaps is equally important is the *temporary overburdening of otherwise well-planned budgets* causing heavy and expensive borrowing usually in the fall of the year.

In many states, taxes are collected in November or December after a school year is well under way. A problem arises on how to "cover" the financing during the drought from the opening of school until taxes come in. The method of purchasing may be pertinent.

To purchase all school supplies by September 1 and to pay for all school repairs in the summer may seem efficient. But possibly taking these funds plus one third of the annual salary costs from an empty treasury means borrowing sizable amounts of money, usually at the retail commercial rate. At these rates, if only 10 per cent of the nation's educational funds are borrowed for a single month, the interest would be \$12,000,000!

How are school officials able to remedy this drain caused by short-term borrowing?

Some states have permitted districts to set up working funds to tide them over the dry spell — funds to be used only from July to November when new tax money becomes available. This alleviates payment of interest on short loans, and if the working fund is properly managed, it actually brings in a little interest during the months from December to June.

A second and similar device is practiced by those districts which attempt to have on hand a cash carry-over to ease the drought. Also, some states recognize the drought period and make early payment of state funds in July and August.

#### **Timing School Buying**

Still other districts are developing a continuous purchase plan. This requires abandoning the former idea that all purchases should be made in the summer months when funds are invariably short. Under a continuing purchase plan, a district might purchase all its textbooks and only absolutely necessary supplies in summer,

buy its library books continuously throughout the year, replace its encyclopedia in January, thus spreading the purchase load.

Of course, not all purchases will fit this pattern, but trucks, driver-education-car replacements, coal, insurance, lawn equipment, and many other purchases lend themselves to midyear sales and place less early-season drain on the strained budget. One district was approached by the coal supplier who wanted to fill the school bins during the slack summer season in order that he could keep his bins filled for the heavy heating season. This was a neighborly and sensible suggestion until the school realized that it then had its entire winter coal supply early (at no reduced rate) and was obligated to pay for it in July, *thus having to pay interest on \$30,000 from July to November . . . an item of \$625.*

In some cases, one change will effect a saving for years thereafter. Take, for example, insurance. If the premium requires only \$100 a year in interest payment, one might think this too small to require a change-of-payment-date. But by resetting the payment date, the one change will mean plugging the leak for all the years to follow. Leaking taps drain the reservoir.

Even items which cannot be purchased at desirable periods may sometimes be managed. For example, textbooks, which must be in classrooms in September, may be ordered in spring, but do not need to be received in *June*. June delivery may cause early borrowing to pay for them. Texts can be ordered in spring for a firm delivery date in early *August* in time for processing before September, thus having billing fall due in September. Second semester books can be ordered later, with saving to the district and with the appreciation of the book depository, which will thus be able to avoid the summer rush on that section of the order.

Suggestion No. 2 will require the understanding of the faculty. Traditionally mothers have decorated small fry with new overalls and hair ribbons for the opening of school. Consequently, teachers expect all supplies to be there when school opens, even those which will be used in April. Commercialism which has developed around the opening of

school tends to whip to a high pitch the feeling of "being ready for school." Carried to an extreme, the practice is not prudent.

*Suggestion No. 2: Co-ordinate buying practices with need and with availability of money.*

#### **Financing Building Programs**

There are several ways of setting up a building finance program. The two general ways are to bond or to develop a serial levy. The second lends itself to the "pay as you go" plan, being adopted by districts who are able to meet their needs by this method. Increasing costs and increasing loads may dictate against "pay as you go"; inflation may nullify its value and dictate immediacy in building. However, the serial levy is usually voted, and along with its budget-based counterpart, the capital outlay expenditure for buildings, can be a real money-saver when put to use. The serial levy bears no interest! Serial levy planning may require spirited and understanding public support behind sound leadership, but it can be a saver.

Needless to say, bonds which come due at a time when the district is ill-prepared to redeem them can be a real drain, both for the capital payment and the interest on the bonds.

The time of payment can also be either costly or economical. Take the cases of Districts "A" and "B." Each needed \$300,000 for a small building, with repayment in three budget years.

District A voted in May, 1958, received a favorable vote, and sold its bonds that summer, depositing the money in the building fund account.

Since the building was due to begin construction in May, all plans pointed to that date, *and even the bonds came due in May*, 1959, in May of 1960, and May of 1961. By the time the whole issue was redeemed, District "A" had spent \$22,500 on interest.

District "B" sharpened its pencil. Since the funds were not needed until June, 1959, and a budget year intervened, "B" raised its first \$100,000 by serial levy, thus avoiding interest payments. Not only that, but the serial levy money, which was collected in November, was immediately placed out at interest and earned \$1,000. Bonds for the remaining \$200,000 were sold in May, 1959,



with \$100,000 to be paid in January, 1960; and the second \$100,000 to be paid in January, 1961. District "B" paid less than \$8,000 in interest, a saving of \$14,500!

Sale of school bonds is a specialized function, needing the most expert advice available. In Oregon during the 1959-60 year, the cost of servicing bond issues varied from .09 per cent to 1 per cent—a varying factor of 11 times. In 1955, interest on bonds varied from 1.75 per cent to 4 per cent, so a million dollar bond issue could cost from \$175,000 to \$400,000 on a 20-year payment plan.

Investment of school money is also highly specialized in order to get the best rate, to comply with the state code, and to have the money available without short-term sales loss when it is needed for building or other educational function. Note the favorable new developments in school investments.

*Suggestion No. 3: Look carefully at building funds. There is money to be saved by careful planning and management as well as in expenditure. Expert counsel is needed to get the most mileage out of the building dollar.*

#### External Management

External management is a field seldom discussed or even recognized by school administrators or board members. The fact apparently goes unnoticed that casual management of school finance by agencies other than the school can be devastating to careful school finance management. Such agencies as may have occasion to handle school money in the process of collection and distribution can plunder the funds of a school district, or a city, or a county without knowing—and sometimes without the district knowing.

A county treasurer may not know of the urgency of the school need and therefore be in no great hurry to turn over funds as they are collected. In the meantime, the school clerk may be borrowing substantial sums of money. One county treasurer in a northern section of the country liked to take his vacation in the winter and left on December 1 for a southern climate to bask in the sun while the schools struggled through a prolonged drought of tax funds existing well into January!

If the sheriff's office clerk regards

the collection and distribution of taxes as a year-long job, he can be a very costly person indeed to those agencies which live by the tax dollar. Such a clerk is actually a very important cog in the high finance machinery necessary to perform the governmental functions of the community.

In the writer's community, we were able to work with an understanding sheriff's deputy to save thousands of dollars in interest money for the county and city school districts simply by giving priority to the separation of large tax payments as soon as received.

Traditionally, the clerks processed the payments in order of their receipts. Thus, payments of many conscientious small taxpayers, received a few days before the November 15 deadline, were processed in order of their receipt, this process sometimes going on into December and January. On November 15, those large corporations which had their money under careful management would pay taxes with checks sometimes running into six figures. Thus a hundred thousand dollar payment often lay buried by payments of \$5 to \$200. Various governmental agencies borrowed money while waiting for these small checks to be processed from the top of the heap.

Now, by priority, the larger checks are processed immediately, making significant amounts of money available so that short-term, high interest loans can be returned and interest stopped. Certainly the schools and taxpayers are best served when funds are used to produce the greatest service possible, and early turnover will facilitate this.

*Suggestion No. 4: Work with other agencies in getting early turnover of funds and in avoiding unknowing detriment to the local school finance plan.*

#### Financial Wisdom Is Needed

A finance-wise adviser can be a real help in management. The banker who understands when and how to sell bonds, when and how to borrow, when and how to invest in government securities can save an average district thousands of dollars in interest in a few years. The banker who realizes the cumulative effect of interest on the working dollar will be a spark to illuminate board understanding in this neglected field. In

short, a finance-wise person is needed to set up the finances for a building program and to advise in the management of school funds.

It is customary to employ a lawyer who will guide the district through the legal maze of the bond issue. However, he may or may not be finance-wise. It is quite likely that he will not have all three attributes: knowledge of the law, finance management, and an understanding of the school district's financial needs.

This leads to a question: Should there be available from the state school office expert investment and bond-sales guidance? The normal state department has a finance department which advises on the normal expenditure of funds, but not on management. Such a service could be exceedingly beneficial, particularly to the medium and small schools which are not large enough to employ finance specialists.

*Suggestion No. 5: Somehow, acquire the help of finance-wise persons to review the program, to set up the building finance program, and to suggest ways of managing school funds.*

#### In Conclusion

Above all, foresighted consideration of finance needs by an alert board will pay dividends. With a little care and without added cost to the taxpayer, schools may enjoy financial management which will yield millions annually.

Some points for immediate consideration: Has your board checked its finance procedure recently? Does your county or state have an expert finance adviser available? Has your state prepared for its board members a suggested procedure to point out possibilities of good financial management? Has your board prepared a plan of finance management as well as a plan for raising funds and making purchases? Is it kept up to date as an aid to new and inexperienced board members? Are other agencies unknowingly costing you badly needed dollars and would cooperative effort pay dividends?

A little tightening of the hand in managing school finances will prevent the slipping of millions of dollars through the educational fingers, thus making more money available for the education of youth. There is no Eldorado, but we can harvest more dollars. ■

# Payment Bonds

## HAROLD H. PUNKE

Dr. Punke is professor of education at Auburn University, Auburn, Ala.

*This is the second in a series of three articles by Professor Punke on recent decisions regarding legal cases between school boards and contractors. The July issue carried the first article.*

2. Types of claims covered by "payment" bonds. It may be recognized that a bond is to protect materialmen and laborers, but dispute may arise over specific items for which claims are made.

a) Were the materials actually used in the building. Three recent cases indicate that the burden is on the materialman to show that the materials concerned were used in the building secured by the bond.<sup>18</sup> But controversy may relate to the evidence required to prove the issue. The South Carolina case involved some 21 invoices, with dispute on 5. The state supreme court observed that the jury had found the 5 items to have been used in the building, and held this finding to be adequate. A similar jury finding appeared regarding 49 bills listed in the Oklahoma case. Here the court reasoned that if the materials were furnished for use in a particular building, were delivered to the premises on which the building was being constructed, the building was actually finished, and testimony showed that the materials were used in the building, there was *prima facie* evidence that they were so used. The court added that the method of bookkeeping followed by the supplier in dealing with the subcontractor, whether open account or otherwise, was immaterial — so long as the materials were used.

The Somerville case involved evidence regarding use of materials. Somerville's credit manager testified that sales forms were prepared in triplicate, with one copy accompanying the delivery. If nobody was on hand to sign for a delivery, the customer was telephoned regarding the specific place and materials of delivery. Office copies carried original notations on delivery points and dates. The materials furnished consisted of pipes, sinks, water closets, and other "run of the mine" plumbing supplies — bearing no special identification letters or numbers. An exhaust fan was identi-

fiable. A salesman for Somerville testified that he had received orders for such items from the subcontractor; that he wrote up most of the orders by hand; that numerous documents submitted in evidence were original orders; and that on the day before the trial he visited the school concerned where he saw many water closets, sinks, etc., which matched the types called for on the orders. He also identified the exhaust fan. The court held that Somerville had shown *prima facie* evidence that the materials furnished were used. Beyond this point, added the court, it is the surety's burden to show that the materials were not used, if he so contends. The court quoted extensively regarding the surety's burden at this point.<sup>19</sup>

A California surety<sup>20</sup> also contended that not all items charged for were used in the building. However, the supplier introduced undisputed delivery receipts which had been signed by the subcontractor in question, and two persons who had been employed on the job by the subcontractor testified to using the items concerned on the job in controversy. The trial court found that the materials had been used. The Court of Appeals accepted the finding.

b) Defective construction. The Coburn case,<sup>21</sup> previously noted, showed the liability of a subcontractor's surety for repairing defective work of a subcontractor.

A New York case<sup>22</sup> involved determination of responsibility for timely detection of defective performance, as well as liability for resulting damage. The plans showed detail on a "Mahon Gym Roof Deck Construction," but stipulated that "Fenestra Holorib Accoustical Roof or approved equal" might be sub-

stituted. The manufacturer's catalogue, and a manual commonly used by architects and contractors, showed that a felt barrier was necessary with Fenestra roofs. The barrier was omitted, and damage resulted. The contractor denied liability, under the following contract provision: "If two or more brand makes of material . . . are shown as specified, each should be regarded as equal to the other." He contended that since the contract detailed no felt barrier for the Mahon roof, none was required for the Fenestra roof. The court said that having elected to the use of the Fenestra roof, requirements for the Mahon roof were irrelevant. In holding the contractor liable, the court also pointed to the catalogue and the manual noted.

The contractor also argued that the architect should be liable for the defect, if such there was, in failing to point it out to the contractor. The architect was to supervise the work, with "supervision" by him "to be distinguished from the continuous personal superintendence to be obtained by the employment . . . of a clerk-of-the-works." Evidence showed that by custom weekly attendance and inspection during construction met "supervision" requirements. Daily inspection might have disclosed the omission of the barrier, reasoned the court, but under the circumstances the architect was not liable.

c) Applying payments to a contractor's old debts. A contractor may have several jobs under way at one time, and have a substantial running account with suppliers. Some jobs may involve school buildings which carry surety bonds, whereas other jobs may not. Question arises as to whether payments made to a supplier, from funds received for work on a bonded school job, must be applied to bills for materials used in that building or may be credited to the contractor's running account.

In a Minnesota case,<sup>23</sup> payments in varying amounts were made at different times, and were accompanied by notations that they were "on account" or "to apply on account." Two bonded jobs were involved. The first materials were supplied on January 17, 1953. The last materials on the Anoka job were supplied on February 21, 1955, and on the Mounds job in March, 1955. On January 19, 1954, the supplier wrote to the contractor, detailing certain special accounts and noting the application of major previous payments to the general account. The contractor acknowledged the letter, and stated that the amounts indicated as due were correct. Of the bonded jobs concerned, Mounds and Anoka were not fully paid during 1954.

The surety contended that payments "applied on Account" were to be applied to all items in the general account, and not to such specific items as the creditor might choose — that a general account is one in which items blend, and do not make individualized debts. The court

<sup>23</sup> General Electric Co. v. Anchor Casualty Co., 87 N. W. 2d 639, rehearing denied (1958).

<sup>18</sup> Thomas Somerville Co. v. Broysill, 200 Va. 358, 105 S. E. 2d 824 (1958); Crane Co. v. Continental Casualty Co., 106 S. E. 2d 674 (S. Car., 1959); United States Fidelity and Guaranty Co. v. Belew, 325 P. 2d 429, rehearing denied (Okla., 1957).

<sup>19</sup> Among sources quoted were: 39 A. L. R. 2d 394; 36 Am. Jur. 168; 57 C. J. S. 962.

<sup>20</sup> Hollywood Wholesale Electric Co. v. Jack Baskin, Inc., 146 Calif. App. 2d 399, 303 P. 2d 1049 (1956). The first trial reported in 121 Calif. App. 2d 415, 263 P. 2d 665, is substantiated and summarized in the second opinion which is reviewed herewith.

<sup>21</sup> Coburn Supply Co. v. James E. Caldwell Co., 231 La. 1026, 93 So. 2d 546 (1957).

<sup>22</sup> Board of Education of Central School District No. 1 v. Matthew L. Carroll, 157 N. Y. S. 2d 775 (1956).

agreed that payment on a general account was not payment of any specific item, and noted that a debtor could within a reasonable time designate particular items to which he desired a payment to apply. But if he made no designation, the creditor might apply the payment as he saw fit if he did so within a reasonable time, and gave the debtor reasonable notice of the application made. Substantial amounts were paid between June and mid-December of 1953, and the creditor's letter of January 19, 1954, gave notice of the application. The court noted that some jurisdictions required application before controversy arises, and some permit application to be made until suit is instituted. No controversy arose before application—in the instant case. Application was timely, and valid.

An electrical contractor in California<sup>24</sup> allegedly failed to pay for certain supplies. During the course of the contract, he made payments to the supplier—with no designation of application. The court held that the creditor might apply the payments on account as it saw fit—beginning with the oldest item in the account, if it so desired.

In addition to the points noted, a Maryland court<sup>25</sup> observed that a running account enters debts as well as payments. The opinion added that where neither the payer nor the creditor indicates how payments shall be applied, the court will make the application. Where it makes application, continued the court, payments will usually be applied in the same order as the items enter the account.

**d) Accrued interest on claims.** If interest is allowed on a claim, how should it be computed? A California surety<sup>26</sup> argued that interest should be allowed only after judgment was secured, because before then the amount on which to compute interest was unknown. However, the claim involved was based on specific invoices which accompanied delivery of materials. Each invoice stated the price of the materials, and provided for eight per cent interest on amounts due and unpaid for over thirty days. Hence the contractor knew that interest was a part of the cost, reasoned the court. There was no uncertainty as to the amount, before judgment was rendered. Since the goods were accepted upon delivery without complaint as to quantity, quality, price, or interest, observed the court, there could be no objection later to the seller's price. The fact that the surety had not agreed to pay interest was irrelevant. It was a part of cost, and the surety was liable.

A Maryland suit<sup>27</sup> involved failure

of a subcontractor to pay for materials. The supplier made demand on the principal contractor and his surety. The court allowed interest from the date on which the demand was made. In the Crane case<sup>28</sup> the court allowed interest on the claim of a subcontractor's unpaid materialman. No judgment was involved. An Oregon contractor<sup>29</sup> was required to pay a judgment, because a defaulting subcontractor failed to pay for materials. In recovering from the subcontractor's surety, the contractor was allowed interest from the date of the judgment until he was paid by the surety.

**e) Dues and premiums covering insurance.** Insurance of workmen against injury or of a building against damage during construction, and "fringe benefits" associated with collective bargaining, raise questions about liability for dues or premiums. A Florida contract<sup>30</sup> required the contractor to pay labor and materials bills, and "other costs and liability incurred . . . in connection with the construction of the work." The bond was conditioned to pay bills for "services furnished to the principal in connection with the contract"—to pay bills for all "work comprehended by the contract." A statute required the surety to guarantee payment for all labor "for the prosecution of such work."

The cost of insurance was included in monthly progress payments to the contractor. The court noted that fees for "services" of architects, engineers, and landscapers were recoverable under the Mechanics' Lien Law, and reasoned that the statutes providing for public buildings involved greater surety coverage. The court reasoned further that the contractor and surety knew that no work could proceed without insurance, that premiums would be involved, and that the insurance service would be "consumed" in prosecuting the work. The court cited 129 A.L.R. 1092 to the effect that where a contractor agrees to maintain insurance, unpaid premiums are an obligation against the surety. The court differentiated the instant case from an earlier Florida decision<sup>31</sup> which refused to allow the total bond premium in the first progress payment, when no premium service had really been earned at the time of such payment.

Under a collective bargaining agreement, a California contractor<sup>32</sup> was to pay into a workers' health and welfare trust fund a stipulated sum per employee for each hour worked. The court reasoned that the sum was part of the hourly compensation, assigned by the men to the fund. The court said that if the sum had been paid directly to the

men as higher wages, there would have been no question about surety liability. The statute which made sureties on contracts for constructing public buildings liable for "any work or labor thereon of any kind," was broader than a liability merely for "wages"—the court added. Reference was made to federal legislation for welfare and pension programs, and to the men being able to get more for their money by collective action through the trust than if acting individually. The sums became due solely because of work performed, continued the court, and the amount was measured by the man-hours of work done. The surety was liable for unpaid sums.

The surety further contended that trustees of the fund were not in a position to bring suit. The court noted that assignees on ordinary claims of laborers can bring suit, that the case at bar in effect involved assignment of part of the compensation earned, that after an assignment the assignor has no further rights in the claim, and that assignments are not intended to free sureties of liability. The court looked upon the case of the trustees as being strengthened, because they had no personal interest as beneficiaries—the workmen were beneficiaries. The trustees were appropriate persons to bring suit.

**f) Attorney fees.** Four recent cases involve the liability of sureties for attorney fees paid by parties, who help construct school buildings, in recovering against surety bonds. A California case<sup>33</sup> was tried twice, and dispute concerned attorney fees for the first trial. The surety recognized that by statute attorney fees were allowable to the party who prevails in a suit. The bond so provided. But the surety urged that the plaintiff did not prevail in the first trial. The court recognized that technically neither side prevailed in that suit, but that it was an error of the court and not of the plaintiff that judgment was not rendered there. Moreover the error was induced by the defendant, which made the second trial necessary. The surety was liable for plaintiff's attorney fees covering both trials.

An Oregon contractor<sup>34</sup> incurred attorney fees in defending himself in a suit for a judgment—by a subcontractor's unpaid supplier. The judgment was granted. He incurred further attorney fees in recovering the amount of the judgment from the subcontractor's surety. The surety was liable for attorney fees in both suits.

A Georgia court<sup>35</sup> reasoned that the allowance of attorney fees depended on the relationship between the principal amount sued for and the amount allowed. An auditor or fact-finding tri-

<sup>24</sup> *Hollywood Wholesale Electric Co. v. Jack Baskin, Inc.*, 146 Calif. App. 2d 399, 303 P. 2d 1049 (1956).

<sup>25</sup> *Mullan Construction Co. v. International Business Machines Corp.*, 220 Md. 248, 151 A. 2d 906 (1959).

<sup>26</sup> *Hollywood Wholesale Electric Co. v. Jack Baskin, Inc.*, 146 Calif. App. 2d 399, 303 P. 2d 1049 (1956).

<sup>27</sup> *Mullan Construction Co. v. International Business Machines Corp.*, 220 Md. 248, 151 A. 2d 906 (1959).

<sup>28</sup> *Crane Co. v. Continental Casualty Co.*, 106 S. E. 2d (S. Car., 1959).

<sup>29</sup> *Wiley Co. v. Home Indemnity Co.*, 213 Ore. 493, 326 P. 2d 123 (1958).

<sup>30</sup> *Phoenix Indemnity Co. v. Board of Public Instruction of Alachua County*, 114 So. 2d 478 (1959).

<sup>31</sup> *Pan American Surety Co. v. Board of Public Instruction*, 76 So. 2d 868 (1955). (Cf. AMERICAN SCHOOL BOARD JOURNAL, July, 1957, p. 33.)

<sup>32</sup> *Bernard v. Indemnity Insurance Co. of North America*, 162 Calif. App. 2d 479, 329 P. 2d 57 (1958, hearing before supreme court denied).

<sup>33</sup> *Hollywood Wholesale Electric Co. v. Jack Baskin, Inc.*, 146 Calif. App. 2d 399, 303 P. 2d 1049 (1956).

<sup>34</sup> *Wiley Co. v. Home Indemnity Co.*, 213 Ore. 493, 326 P. 2d 123 (1958).

<sup>35</sup> *Simonton Construction Co. v. Pope*, 95 Ga. App. 211, 97 S. E. 2d 590 (1957, rehearing denied).

(Concluded on page 40)



## Word From Washington

# U.S. Education Office—Its Future

ELAINE EXTON

What kind of a federal Office of Education would best serve the needs of our nation today? What should be its proper relationship to education in the states? What part should school board members, professional educators, and other interested citizens play in determining its role? Should a general re-organization and strengthening of the U. S. Office of Education be undertaken now? If so, in which direction should it move?

Should a fundamental restructuring of the Federal Office be primarily predicated on the expectation of administering new and expanded programs of federal financial aid to education in the states? Or should it be chiefly based on providing the advisory services that will help local schools, state education agencies, and institutions of higher learning improve the quality of their educational programs?

To carry out its distinctive functions effectively, should the staff of the federal Office of Education be influenced and oriented primarily by government career administrators versed in governmental administrative procedures and tactics but with little or no training or experience in the professional aspects of education? Or should educators whose professional skills and understanding of the American education system enables them to provide sound advice and respected leadership to their colleagues at state and local levels compose the bulk of its leadership personnel?

### New Re-organization Plan

These and other related questions raised by the recommendations recently published in *"A Federal Education Agency for the Future"* call for careful consideration by school board members throughout the land. It is important that they keep lawmakers and other Government leaders in Washington informed of their views on what the role of the national agency representing educational interests at the federal level should be, for unless citizens who believe in state and local autonomy in education remain vigilant a federalized system of education could happen here!

Much of the administrative re-organization suggested in this 56-page report by a U. S. Office of Education committee could be accomplished by administrative action rather than by law.

In fact the foreword, attributed to U. S. Commissioner of Education Sterling M. McMurrin, states: "While the full evaluation and adoption of recommendations made in this report will require a period of review, I anticipate that much of this activity will take place through normal administrative processes within the office and the department."

Moreover, under the revisions proposed in Title X of the administration bills to extend and improve the National Defense Education Act (H.R. 6774 and S. 1726) as well as in the bill reported by the full House Committee on Education and Labor for this purpose (H.R. 7904), the U. S. Commissioner of Education would be granted greatly expanded powers to re-organize and redirect the activities of the Office of Education which, if enacted into law, would provide the authorization necessary to implement other key proposals of this report.

The controversial study urging drastic changes in the Office of Education's structure and functions is the work of a committee of O.E. staff members selected by former Commissioner of Education Lawrence G. Derthick last October to develop: (1) A clear-cut and balanced statement of the mission proper to the Office of Education over the next decade, and (2) a reasonably detailed outline of an organizational structure that would be most conducive to the effective and efficient accomplishment of that mission. Their report had been virtually completed by the time Commissioner of Education Sterling M. McMurrin was sworn in. However, its recommendations have not yet been officially approved by the new administration.

### O.E.'s Congressional Charter

The basic act creating our Government's educational agency which President Andrew Johnson (Democrat) signed into law on March 2, 1867, specified that it shall be established "for the purpose of:

1. "collecting such statistics and facts as shall show the condition and progress of education in the several states and territories, and of

2. "diffusing such information respecting the organization and management of schools and systems, and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems"

NOTE: In 1896 this provision was broad-

ened by law to include such other educational topics in the several states of the Union and in foreign countries as may be deemed of value to the educational interests in the states."

3. "and otherwise promote the cause of education throughout the country."

In addition, almost since its beginning, the office has been involved in administering federal grants-in-aid programs.

Since its founding the functions and purposes of the office have been re-examined from time to time not only by U. S. Commissioners of Education, but also by government-appointed national advisory committees on education and by committees and commissions of educational organizations.

As late as 1950 a survey of the administrative structure of the U. S. Office of Education conducted under the auspices of the Public Administration Service of Chicago during the tenure of U. S. Commissioner of Education Earl J. McGrath pointed out that "these re-examinations of functions have not provided any striking additions to the original purposes (set forth in the Office of Education's Congressional Charter) but rather have re-emphasized the central importance of research and the collection and dissemination of information."

However, since the early 1950's several approaches to revamping the Office of Education have been made, each of which has gone farther than its predecessor in using the promotion of education clause as the basic mandate for the operation and organization of the office.

*A Federal Education Agency for the Future* goes much beyond earlier efforts to consider the last-named goal—to "promote the cause of education"—as the basic mission of the federal office. In its view "the basic functions through which this mission can be effected are in a state of change. Additional functions are emerging and functions of long standing are undergoing re-orientation. Changes within and among these functions will lead inevitably to altered relationships between the Office of Education and the principal elements of society."

To illustrate that the Federal Government "has become an active participant in the effort to promote the cause of American education," the Committee on the Mission and Organization of the Office of Education says "two examples will suffice to point out the extent of this shift in attitude, and to suggest certain major reasons for that shift."

Holding that the School Assistance in Federally-Affected Areas Legislation (Public Laws 815 and 874) "acknowledges, in effect, the unavoidable interrelationships of public actions taken at different levels of Government," their report reveals that "by this Congressional action alone, the Office of Education has been called upon to administer funds in excess of two billion dollars during the last decade."

Through the National Defense Education Act (Public Law 85-864), according to the Mission Committee, Congress "acknowledges the existence of an identifiable national interest in strong instruction in certain fields, and a national need for highly-trained manpower (as well as) the



propriety of federal stimulus at those points and in those areas of education in which the nation as a whole has a greater stake than might be recognized locally." (This law "makes the office responsible for the administration of \$187,480,000 of current appropriations.")

Nor is this all. As the re-organization study points out: "The office is responsible for the execution of public policy as expressed in over 20 separate pieces of legislation, with grant and contract responsibilities amounting to approximately half a billion dollars a year. . . . About 60 per cent of the total Office of Education staff is now engaged principally in the performance of this function. . . . Pending before the Congress at the time of this writing are recommendations of the President that would, if enacted, almost treble the grants budget of the Office of Education."

Convinced that "the experience of federal assistance programs to date and the urgency of many educational problems of the era together indicate that the office may expect to administer operating programs of significantly increased scope and impact," its Committee on Mission and Organization concludes that financial aid programs may be anticipated in such areas as the following:

1. Grants to states for elementary and secondary education
2. Grants for higher education physical facilities
3. Grants to states for vocational education
4. Increased aid to graduate education
5. Expanded educational research in all areas, including graduate education
6. Strengthening of educational statistics programs
7. Increased financial assistance to students for higher education
8. Increased financial assistance for teacher education
9. Broadening of federal interest in curriculum and improvement of instruction
10. Marked increase in international education assistance
11. Broadening of federal interest to include educational activities and services outside the structure of organized education

#### Anticipated New Responsibilities

In speculating about the future, the Office of Education's Study Group foresees "an extension of the active federal role in education" into a number of other new responsibilities.

For example, it considers the Office of Education has "a responsibility to assert its role as monitor of the federal impact upon education." As such *A Federal Education Agency for the Future* states: "it must assume the role of a voice of conscience within the Federal Government, speaking for the long-term national interest in education, in contrast to the voices that speak of a shorter-range federal interest in the many uses to which education can be put."

Recommending such a responsibility for the Office of Education was shunned by U. S. Commissioner of Education John W. Studebaker, who in his proposed "Plan of

Organization to Improve the Services of the U. S. Office of Education," said: "Throughout the recommendations it has been assumed that it is a legitimate function of the national service agency to education to influence educational programs and practices by the diffusion of trustworthy information and the exercise of capable leadership respecting 'the organization and management of schools and school systems and methods of teaching.' The exercise of influence is itself to be exclusively educational in character; hortatory and advisory rather than monitory; stimulative rather than repressive, certainly never coercive."

It is revealing to compare the tone of this paragraph with the following passage from the report of the Derthick-appointed Mission Committee.

"In its research and information activities (the Office of Education) must be concerned, more than ever before, with identifying and even anticipating needs and problems of national concern in every educational field. . . .

"Having identified an area of need, moreover, the office must have the strategic mobility to bring to bear upon education problems of high priority the resources required. The dissemination of educational information, although an important function in itself, must be capable of meshing with the more substantive measures which may from time to time be needed. In other words, the office must be a striking force ready to move along the educational problem front at home and abroad."

Since "no aspect of the educational task of the 1960's surpasses in significance the fact that education is basic to the effort to bring about an enduringly peaceful world," the Committee on Mission and Organization believes we must not only strengthen and improve our own educational system but "we must help many others to improve theirs."

Citing the modern foreign language development program authorized by the NDEA as "an instance of federal identification of an international need imperfectly acknowledged by local and state educational agencies," the committee perceives that "intimate involvement of the United States in international affairs will lead to the identification of other educational needs that could hardly be so readily seen by local, state, and institutional authorities."

Moreover, as viewed by the committee, "the Office of Education, as the primary federal agency in the field of education, must look forward to a greater role in planning the nation's relationship with educational programs, educational institutions, students and faculty members in other countries, in implementing international projects in the United States, and in bringing maximum effectiveness to the total international educational effort. . . ."

To quote an example from the appendix: "As the number and scope of international educational projects increase, the office will be working more closely with Ministries of Education abroad. It is anticipated that Ministries of Education will come directly to the Office of Education for assistance—for example, to arrange for a team of experts to assist in setting up a vocational

education program."

The O.E. Committee on Mission and Organization stakes out four new major functions for the federal Office of Education. It defines the first three as "growing responsibilities in the carrying out of established federal policy; responsibility as the Federal Government's educational auditor; and distinctive responsibility in the field of international education." The fourth is "extensive involvement in the formulation of national policy."

In explaining the latter duty, the committee comments: "Historically, with the Federal Government in a passive attitude toward educational affairs, the Office of Education had little responsibility for staff services in the formulation of national policy." Remarking that "its own staff, indeed, was virtually dedicated to serving local, state and institutional policies rather than a national policy," it says "its orientation to the needs of education as it is organized led not infrequently to the charge that the Office of Education was too professionally-minded to render staff assistance in the formulation of public policy."

The committee is seeking to change all that by urging "action to insure that the Office of Education is prepared to render vastly increased staff services to the President (and through him to the Congress and the American people) in the initiation and formulation of broad national policies in the field of education."

Among its many proposals, the re-organization committee recommends such new emphases as these: "(The Office of Education) should pay particular attention in the next few years to the involvement of the various segments of the educational community in the processes of national planning for education . . . (undertake) greatly extended use of conferences at national and regional levels to assist in consensus development . . . conduct federally-sponsored professional development institutes for educational administrators."

In short, as representative August Johansen (R., Mich.) aptly stated in his analysis of *A Federal Education Agency for the Future* (*Congressional Record*, June, 20, p. 10086): "The usual perfunctory bows are made in the report to the principle of state and local control of education. The reassuring word is offered that 'the center of gravity in American education rests well outside the Federal Government.' Yet the preponderance of the report points in an exactly opposite direction—including the reference to 'federal interest in curriculum.'"

#### Organizational Structure Proposed

"We had in mind a larger office, and one that enjoys more elevated status within the structure of government." Homer D. Babbidge, chairman of the re-organization study group, told a meeting of the Education Writers Association: "Indeed, in order to dramatize this elevation, we even suggested that the name of the Office of Education be changed to 'The United States Education Agency.' (The term *agency* designates a level of organization second only to that of cabinet departments.)"

As outlined in the report a commissioner, authorized to use the title, "United States Commissioner of Education," would head the enlarged unit. He would have a board of advisors, consisting of laymen, "except that the President might appoint a few persons of broad experience in the field of organized education" to keep him "constantly aware of the relationship of his activities to other facets of American life, and to assist him in the formulation of policies that serve effectively the broadest objectives of American society."

The committee feels that "in addition to rendering substantial assistance to the commissioner," the existence of such a board of advisors would "offer to the American people an evidence that the U. S. Education Agency was intended to be truly an agency representing the whole public."

By government standards, the Federal Office of Education now operates as a single bureau. To accommodate the responsibilities it sees in store for the United States Education Agency, the Mission Committee recommends a new structure of four major bureaus. In its chairman's words: "Gone would be the present divisional structure—one for higher education, one for state and local schools, one for vocational education, etc. Instead, the bureaus would reflect the major functions of the agency."

Two bureaus would be created to administer grants-in-aid programs that have been specifically authorized by law—one for state assistance programs and one for higher education assistance programs because "the prospect of probable future growth leads the committee to conclude that the aggregate of major grant programs is already beyond the span of effective control of a single bureau."

The present Division of International Education would be elevated to a Bureau of International Education to carry out tasks which the committee envisions "to be substantially greater" than it now performs.

Into the final bureau, that of Research and Development, would be tucked the traditional data gathering, dissemination, and consultation activities of the office. This would be composed of three large centers: (1) The Center for Higher Education, (2) the Center for Secondary and Elementary Education, and (3) the Center for Continuing Education and Cultural Affairs.

The personnel and fiscal activities now found in the Office of Education's Administrative Management Branch would be assumed by a new Division of Administration attached to the commissioner's office. A Center for Information Services would also be attached to the commissioner's office and an assistant for public information would be "virtually at his elbow." In addition, under the proposed re-organization plan, each bureau would have its own administrative, fiscal, personnel, and editorial services.

The committee further "anticipates that the agency will need an enlarged field staff in its various operating areas in the next decade."

The increasing scale and complexity of the task of promoting the cause of educa-

tion will, in the study group's opinion, require "re-orientation in the roles of many members of the office staff and in their relationships to professional organizations in the fields of their interests. Although staff members should surely continue to cultivate their close and co-operative relationships with professional groups outside the office, these relationships should have increasingly direct connection with the larger context of office policies and associated priorities.

"Correspondingly, the development of the professional staff for this more comprehensive aspect of the office's mission must include a broadening of the areas of competence represented. Economists, sociologists, and other social scientists will be needed on the staff to assist in dealing with educational problems in their total context. The relationships of the office in these larger concerns may well extend beyond the boundaries of organized education, particularly as they affect such multiphase areas as adult education."

### Reactions

The recommendations in *A Federal Education Agency for the Future* have drawn fire from outside the Office of Education as well as inside. The release of the study as the school aid debate neared a climax in Congress was considered by many to be ill-timed since it fanned the fears of the Congressmen who oppose "massive" federal spending for education on the grounds it will lead to federal control, and stirred up a hornet's nest of criticism.

Rep. Glenard P. Lipscomb (R., Calif.) a member of the House Appropriations Committee, for instance, described the report as "a proposed blueprint for federal takeover of education" and submitted a number of quotations from the publication in support of his claim (*Congressional Record*, June 8, p. 9127).

### Members of Re-organization Study Group

#### Committee

Homer D. Babbidge, Jr. (*Chairman*), Assistant Commissioner, Division of Higher Education  
Rall I. Grigaby, (*Vice-Chairman*), Assistant Commissioner, Division of School Assistance in Federally Affected Areas  
Lane C. Ash, Assistant Director for Program Coordination, Division of Vocational Education  
David Clark, Director, Cooperative Research Branch  
Thomas E. Cotner, Director Educational Exchange and Training Branch, Division of International Education  
Charles P. Dennison, Program Specialist for Legislative Development, formerly Executive Assistant to Homer Babbidge, Assistant Commissioner for Higher Education  
Herbert Espy, Specialist in State School Administration, Division of State and Local School Systems  
Arthur L. Harris, Director, Office of Field Services  
John G. Lorenz, Director, Library Services Branch  
B. Harold Williams, Assistant Director, Publications Services Branch

#### Ex Officio Members

Ralph C. M. Flynt, Assistant Commissioner, Legislative and Program Development Branch, formerly Director, Higher Education Programs Branch  
John F. Hughes, Executive Officer, Administrative Management Branch

The *Newsletter of the Republican Congressional Committee* (May 25) said the new and expanded role for the Federal Education Agency in the 1960's which the study proposes "seems to be a role far beyond any envisioned by Congress when it established the Federal Government's function in education. . . . McMurrin, or his successors, would become a kind of educational czar with authority to assist in the policy decisions of the Federal Government, a power not now residing in that office."

Education leaders who had had an opportunity to peruse its contents also voiced their concern. "Taken literally," remarked Edgar Fuller, Executive Secretary of the Council of Chief State School Officers, "the report is an attack on state and local autonomy in education."

Addressing a meeting during the 1961 Convention of the National Education Association, Frederick M. Raubinger, the New Jersey Commissioner of Education, said: "A *Federal Education Agency for the Future* presents a proposal which, if put into practice, would influence heavily curriculum and teaching practices on the part of an agency of the Federal Government. These proposals lead essentially to a large measure of conformity, thus reducing what I think are the great values of diversity in American education. They seem based upon the curious but dangerous notion that people back home, the parents and citizens, the pupils themselves, cannot be trusted with important decisions about their schools."

Still another criticism heard is that the proposed re-organization would set up a Federal Education Agency very much akin to the Ministries of Education in other nations.

Privately, some educators attribute the oversight of the Study Group on Mission  
(Concluded on page 40)

#### Liaison Representative With the Office of the Secretary

David T. Stanley, Director, Office of Management Policy, Office of the Secretary of Health, Education, and Welfare

#### Staff

Russell A. Wood (*Director*), Assistant to John F. Hughes, Executive Officer, Administrative Management Branch  
Sally H. Bond (*Recorder*), Administrative Assistant to Deputy Commissioner of Education  
Wayne O. Reed  
Sonia Ashworth, a Budget Analyst in Administrative Management Branch  
Donald S. Conley, formerly in Management Analysis Unit of Administrative Management Branch  
Edward Cunningham, Personnel Classification Specialist, Administrative Management Branch  
Chalmers G. Norris, Program Management Officer, School Administration Branch

#### Consultants

John J. Corson, Director, McKinsey & Co., Inc., Management Consultants  
Thomas D. Morris, at the time Assistant Director of the Bureau of the Budget for Management, now Assistant Secretary of Defense for Installations and Logistics  
Don K. Price, Dean, Graduate School of Public Administration, Littauer Center, Harvard University, and now a Consultant to the Office of the Special Assistant to the President for Science and Technology

# the editorial stand

## CITY SUPERINTENDENTS IN LARGE CITIES

THE superintendencies in large cities continue to be the most difficult and hazardous and the most wearing of all executive and leadership positions in American education. Every year during the past five years, one or two superintendents in large cities have either been dismissed without stated cause, or have quit their jobs because they could no longer withstand the pressure.

The most recent resignation, one which aroused astonishment in school circles, was that of Mark Schinnerer of Cleveland, who gave sudden notice that he would leave his position on August 1. Cleveland has always been considered one of the "safe" cities for superintendents, and the quality of the men who have provided the educational leadership during the past five decades have been outstanding educators.

A recent article by N. R. Howard, contributing editor of the *Cleveland Plaindealer*, entitled, "We Can't Ask More Than Schinnerer Gave," provides some unusual insights into the difficulties which the superintendents in that conservatively progressive city have undergone. Mr. Howard's article is worth reading by all school board members. With a few minor omissions it is reproduced here:

To be superintendent of the schools of any American metropolis these days is something like performing continuously against wild beasts in an arena before a capacity crowd, as the more or less sudden resignation of Mark Schinnerer calls to mind.

I admire him for retiring on his own instinct when he could be said to be at the top of his swing. But any watcher of public affairs will conclude that he had reached the point where the satisfactions of the opportunities and the obligations, which fulfill the dedicated worker, no longer were worth the daily bruising. . . .

In any big city today, the superintendent must be politically shrewd, but never a politician; have the psychology of a sales manager whose charts display how much better he must do; be forever the teacher's advocate, but somehow induce the teacher to be smarter and more reasonable; and summon the patience of Job while he listens to experts, board members, and civic leaders who do not know what the schools' problems are but are insistent as to how to solve them.

### Must Plead for Teachers

He must plead with thinly educated youth of both sexes to take teaching assignments, for which some never show up after the contract is signed, and pray that the element of law and order in hundreds of classrooms be not so badly infringed that the police are called in.

He has to spend thousands of hours learning to demonstrate that not nearly enough money is at hand to cover the legend that mass education is a success, and when the money runs out, as frequently, he must improvise the concealments of the shortcomings.

He must co-operate with a straight face in all samplings of the intellectual and educational standards of his schools, and he must never let every long day's frustrations show while being the constant target of every slapped child, every mad parent, every witless newspaper reporter, every discouraged instructor, and every citizen with a pet obsession about schooling. For fear of being thought a bigot, he must heartily support every creed, race, economic apostasy, and movement toward the millennium.

### Most Articulate of Superintendents

I do not know exactly how we let our city schools' superintendents get to this awful experience, where every self-respecting incumbent must finally ask himself, drearily, "Is it worth all this?" Particularly when he begins to suspect, in his later years, that no one really cares as much as he does whether there are enough classrooms and teachers to accommodate (let alone "educate") the tens of thousands of children deposited by law in his lap. In the

past few years, Mr. Schinnerer's mind obviously contained this speculation.

In this genteel gehenna of career, he stood up admirably and managed to conserve his very attractive personality. He is the best, the most ardent, the most articulate of the superintendents of my time.

To go back a ways, Supt. J. M. H. Frederick's years included a frontal attack by the Cleveland Foundation survey on the provincialism of the Cleveland schools; Dr. Frank H. Spalding, then brought in, was here only long enough to establish the frontier and traditions of Columbia Teachers' College; Supt. Robinson G. Jones, a skillful and philosophic soul, was literally physically felled by another onslaught on the schools, this time their costs, in the panic years of the 1930s; Supt. Charles H. Lake was forced into being interpreter, Fabius Maximus, and guard against the worst collection of elected school board politicians we ever had; and Dr. Schinnerer was realistic enough when appointed (by a much loftier board majority) to remember their fortunes and stipulate that he would be his own best guide.

Which he has been. It has led him to public statements of the schools' functions and operations previously left to school board members. These, as result, became much more lucid, informative, and independent. There never has been a time when this Cleveland school's "spokesman" did not know what he was talking about.

On the other hand, he never slid into the pitfalls of the wild crusader type; all told, his performance may have set up some fortunate standards for Dr. Levenson and further successors off in the future.

Our schools are terribly important to our city. They will demand and take the utmost of a smart administrator's enthusiasm for them — more significantly, all of his intuitive acumen and hard-nosed audacity about the parts which count. We have no right to ask for more from anyone than Mark Schinnerer gave the performance.

The city superintendent holds the top position in the school system. The larger the school system, the more difficult the job, the greater the responsibility, and the greater the reward professionally and economically. Our representative republican system of government requires that the ultimate responsibility for the local schools shall be placed in the collective hands of the school board. It is this fact that so often makes the job of the superintendent difficult; but it also is the only safeguard which has been found to enable the citizens to express their will concerning education. Fortunate is the community that has an educational leader of the quality of Mark Schinnerer, and a board of education that stanchly supports its superintendent in all his heavy labors for the welfare of the education of the children.

## A NEEDED STAND

IT SEEMS to be exceedingly late to write that it is the duty of the school board to stand firmly behind its personnel when it is interfered with in the performance of legal duties. News reports from widely separated sections of the country relate incidents of abusive and even physical attacks on teachers, principals, and superintendents by parents, teen-agers, and even young children who consider themselves aggrieved because some school rule, a local law, or even a state law has been enforced. The stupidity of most of the cases can be understood when it is remembered that the school authorities in each case had the educational, moral, or health welfare of the child in mind and acted with full legal authority. In smaller communities two types of action are necessary: As a part of permanent school policy, first, each case should be referred to the proper law enforcement officer of the school district or the county to prosecute the offender. Second, the school board president should affirm in the press the fact that the board will in each case back up its personnel by needed legal action.

*Am. C. Bruce*



## new books

### American Public School Finance

By W. Monfort Barr. Cloth, 406 pp., \$6. American Book Company, New York 3, N. Y.

This textbook embraces the broad field of public school finance as a branch of public finance and outlines in detail the principles and techniques of obtaining revenues and handling expenditures, all for the operation and improvement of an efficient system of public education. The author holds the view that the financing of public schools should be carried on under legal provisions which make all school districts practically independent of civil government, and that in current budgeting, bonding, for capital outlays and the fixing of tax rates needs of the schools as seen by the professional schoolmen and the school boards should be accepted and realized. The book does warn school officials that prudence and economy are vital to the provision of school as well as of all governmental services, but he is concerned that the limitations on total school tax levies and local indebtedness are harmful to the full development of desirable instructional plans and needed school plant programs.

In the final section, devoted to current fiscal problems, the author gets away from the more conventional descriptions of techniques and basic facts and brings to light his own experienced views of present shortcomings and needed changes in financing capital outlays, in finding a broader basis of local support, and in meeting the anticipated growth in enrollment in the light of

the constant economic inflation. With some emphasis the author foresees serious troubles if as seems inevitable, that the number of pupils will be doubled by 1970, and the cost will be more than doubled—even trebled. The chapters conclude with pointed summaries and topics for discussion.

### Ranking of the States, 1961

Compiled by Sam M. Lambert. Paper, 42 pp., 75 cents. National Education Association, Washington 6, D. C.

This 1961 report offers statistics for evaluating a state system of public education. The report contains tables helpful in a study of average attendance, educational attainment, enrollment, expenditures, salaries of personnel, school-age population, length of school term, per capita expenditures, property tax collections, revenue for schools, state and local tax revenue, and state and local tax collections.

### Planning Schools for New Media

By Amo De Bernardis, Victor Doherty, Errett Hummel, and Charles W. Brubaker. Paper, 72 pp., \$1. Division of Education, Portland State College, Portland, Ore.

This valuable study outlines for school board members and professional schoolmen methods of planning school buildings for the use of new instructional media and materials. It advocates for high schools especially the development of an instructional materials center through which teachers and pupils may draw books, films, tapes, etc., for making effective work in the social sciences, mathematics, science, and vocational subjects. The report provides an excellent jumping off place for planning new school buildings which are genuinely effective.

### What Price School Supply Warehousing

By Gordon G. Caswell. Paper, 23 pp., 2 cots., 50 cents. National School Supply & Equipment Association, 27 East Monroe St., Chicago 3, Ill.

This report describes the findings of a study of the school-supplies warehousing costs in six Arizona school districts and points to the fact that (a) most school districts make use of their warehousing facilities less than one-half of their optimum possibility, and (b) that there are numerous costs not accounted for in the usual school financial reports. The most valuable part of the study is the detailed accounting analysis of warehouse costs and computations of cost.

### Administering the Custodial Program

By R. N. Fincum. Bulletin No. 4, 1961. Paper, 97 pp., 40 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This bulletin brings out that a well-planned, efficiently managed custodial and operating program is of prime importance in preserving school property from excessive deterioration and protecting it against fire loss. The bulletin is concerned with procedures and practices which have been found useful in determining the custodial program. These include (1) methods of determining custodial personnel requirements, (2) policies relating to employment standards and employee benefits; (3) criteria for determining duties and work loads, (4) techniques for organizing and conducting training programs, and (5) procedures for the purchase, storage, and distribution of supplies.



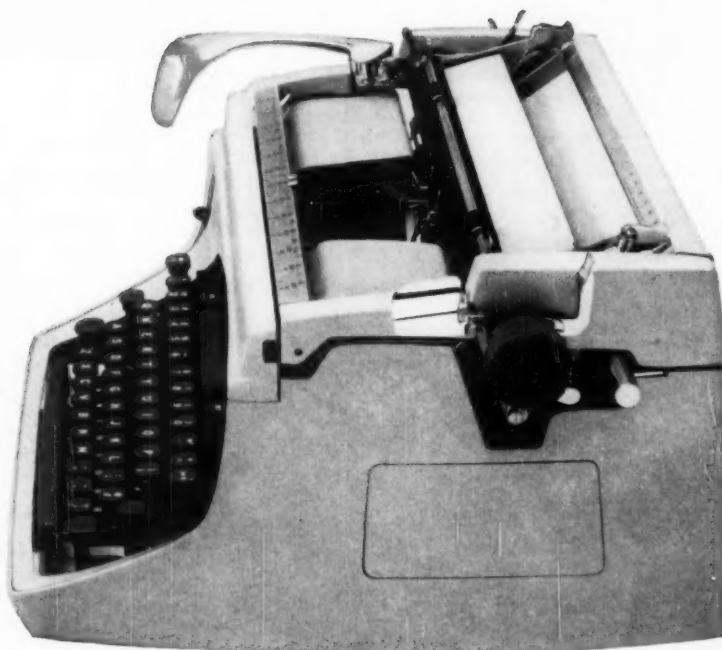
Architects for West Carrollton, Ohio, Senior High School are *Van Buren, Blackburn and Associates*, Columbus, Ohio. Design of this school was erroneously credited in the THINLITE advertisement appearing in the July issue of this publication.

THINLITE CURTAIN WALL  
AN  PRODUCT

**OWENS-ILLINOIS**  
GENERAL OFFICES • TOLEDO 1, OHIO



**underwood**



Here are five reasons why the new Underwood TOUCH-MASTER FIVE is ideal for classroom use:

- 1 Rugged construction (to withstand rough classroom use)
- 2 Exceptional lightness of touch (students make quick adjustment to electric machines when entering business offices)
- 3 Exceptionally light, fast carriage return
- 4 Instantly responsive touch tabulation
- 5 Paper centering, title-heading centering and aligning scales and balanced margin indicators

To get all the facts about the new Underwood "Five," fill out and mail this coupon.

# TOUCH-MASTER FIVE

Underwood Corporation, Business Education Department,  
One Park Avenue, New York 16, N. Y.

Please send me literature on the new Underwood standard and electric typewriters, and my free copy of the newly revised "History of the Typewriter," without obligation.

Name . . . . . Position . . . . .

School . . . . .

Address . . . . .

## PAYMENT BONDS

(Concluded from page 34)

bunal was appointed. The suit was originally for \$32,490.71, whereas the auditor found in the sum of \$25,949.18—a difference of \$6,541.53. The court said: "It is well settled that where the amount of the defendant's liability as established by the fact-finding tribunal is substantially less than the amount sued for, a finding for attorney's fees is unauthorized." In this case \$6,541.53 was substantial, and no attorney fees were allowed.

In a fourth case<sup>36</sup> dispute concerned what parties were intended by a contract reference to liability for fees. The contract stipulated: "In case of default on the part of the contractor, action for all expenses incident to ascertaining and collecting losses under the bond, including both Architectural and Legal services, shall lie against the Bond." No statute provided for attorney fees. The court stated that such fees could be recovered if provided for by statute or

<sup>36</sup> *Pan American Surety Co. v. Board of Public Instruction of Dade County*, 99 So. 2d 890 (1958).

by contract. A materialman sought to recover for attorney fees paid by him in a suit against the surety. The court reasoned that the contract concerned relationships between school board and surety, not between materialman and surety. There was no recover.

**To Be Continued**

## WASHINGTON

(Concluded from page 37)

and Organization in not recognizing the legal structure of American education and the realities of school board control and citizen participation and interest in schools to a disproportionate representation of persons with federal administrative responsibilities on the committee itself, its consultants, and staff.

Lawrence G. Derthick who appointed the re-organization study group in October 1960 before submitting his resignation as U. S. Commissioner of Education to join the staff of the NEA calls the committee "as strong as we could have put together in the Office of Education."

But some of the educators who are disturbed by its recommendations describe its make-up "hardly balanced" pointing out that a majority of the Mission Committee's members have administrative responsibilities for the operation of federal grants-in-aid programs and too few have had firsthand experience in the problems of classroom teaching and the underlying educational philosophies, nor are they sufficiently versed in any of the academic disciplines.

Although internal criticisms of this report are still muted, it is known to be the view of many of the subject-matter specialists who have been on the professional staff of the Office of Education for a number of years that they were not represented on the committee responsible for *A Federal Education Agency for the Future*. They consider the report gives disproportionate emphasis to grants-in-aid as a function of the office and is more concerned with the problems of higher education and their solution than with elementary and secondary education.

From a Washington vantage point, it appears that the release of *A Federal Education Agency for the Future* has already had considerable impact on Congressional consideration of school aid legislation, especially in debating the issue of federal versus state and local control of education.

The report itself attributes the new responsibilities that have fallen to the Office of Education during the past decade and that it foresees for the future to "a change in public conviction as to the role of the Federal Government in the area of education." But has the public's attitude really basically changed? Only the American people themselves can answer this question. That is why school board members and other lay and professional leaders interested in the future course of American education will want to carefully study *A Federal Education Agency for the Future* and its implications for the development of education in the United States. ■

**KEWAUNEE**  
is your **KEY**  
to quality laboratory furniture

send for this  
new 92 page  
catalog  
**NOW**

**WOOD EDUCATIONAL LABORATORY FURNITURE**  
SECONDARY SCHOOLS • JUNIOR COLLEGES

**CATALOG SECTION 5**  
1961 EDITION

**K**  
KEWAUNEE MANUFACTURING COMPANY  
ADRIAN, MICHIGAN  
KEWAUNEE TECHNICAL FURNITURE CO.  
STATESVILLE, N. C.

GENERAL SALES OFFICE: 3001 W. FRONT ST.  
STATESVILLE, N. C.

FOR SUPERIOR DESIGN, CONSTRUCTION  
AND PERFORMANCE... FAR GREATER  
STRENGTH... UNEQUALLED SAFETY...



## AMERICAN *Approved* PLAYGROUND SWIMMING POOL and DRESSING ROOM EQUIPMENT

Since 1911 the finest equipment built,  
backed by lifetime guarantee against  
defective materials and construction  
... specified by leading recreational  
authorities for almost half a century.

**Send for New Catalog**

Write for Folder  
On AMERICAN'S  
JIM PATTERSON  
LIFETIME  
Aluminum  
DIVING  
BOARD  
WORLD'S FINEST  
OFFICIAL BOARD

**AMERICAN**

PLAYGROUND DEVICE CO.  
ANDERSON, INDIANA, U.S.A.

WORLD'S LARGEST MANUFACTURERS OF FINE  
PARK, PICNIC, PLAYGROUND, SWIMMING  
POOL AND DRESSING ROOM EQUIPMENT

## LOW COST INCINERATOR



**BURNS  
TRASH  
SAFELY  
OUTDOORS**

**Only \$110.00  
COMPLETE**

## NO INSTALLATION COST

Burn wrappings, sweepings, papers, cartons, packing, rags,  
food waste, safely outdoors. Scientific draft control ends fire  
hazards of flying ash, sparks, burning blowing papers. Burns  
damp, green, or dry refuse to fine ash in any weather.  
Minimizes smoke and smell, needs no watching. Safe for use  
10' from buildings. Stands 52" high x 35" square at base.  
10 bushel burning capacity. Complete with hinged hood,  
ash pan base and grate and cleanout door. Made of alumi-  
nized steel (molten aluminum bonded to steel)  
with replaceable inner steel panel construction  
for long life. Shipped assembled—weight 170 lbs.  
Only \$110.00 F.O.B. Cleveland. Satisfaction  
guaranteed. Other sizes available.

Write  
for  
**FREE**  
Folder

Dept. 18

**ALSTO COMPANY**

4007 Detroit Ave. Cleveland 13, Ohio

## The One Machine for 1001 School jobs

**Engravo**  
*graph*

TRADE MARK



**SERVES THE SCHOOL** — ENGRAVOGRAPH makes the thousand  
and one signs, nameplates, and badges needed around the  
school — in minutes! It marks school property to prevent loss  
or theft, also engraves medals and trophies for teams, clubs,  
scholastic achievement.

**SERVES THE STUDENTS** — ENGRAVOGRAPH works on the tracer-  
guided principle; any student can produce beautiful precision  
work easily after a few hours training. There are over 20,000  
machines now in use in industry, retail stores, institutions...  
a good job opportunity for students.

**PAYS FOR ITSELF** — As a maintenance item alone ENGRAVO-  
GRAPH pays for itself in eliminating the signs you buy on the  
outside. And you can make everything as you need it, with no  
delays, no purchasing problems.

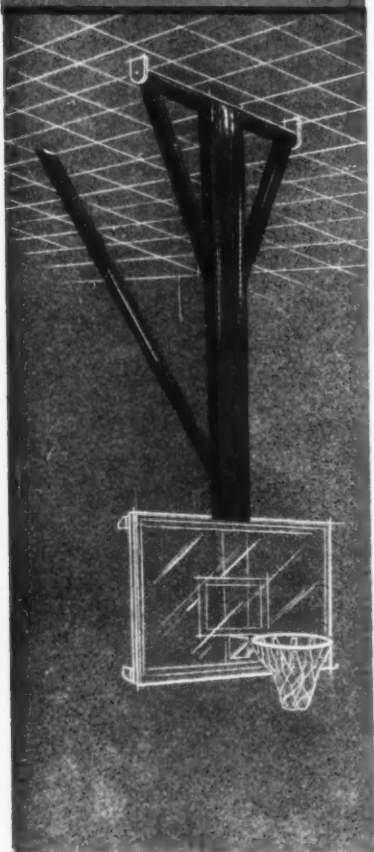


**SEND FOR  
CATALOGUE E-10**

**new hermes**

ENGRAVING MACHINE CORP., 154 W. 14th ST., NEW YORK 11, N. Y.  
IN CANADA: 359 St. James Street West, Montreal, P. Q.

# NEW FROM PORTER



## NEW "LINE 100"

Now—clean, functional basketball backstop design . . . rigid construction . . . dependable remote operation. And it's from Porter . . . over 150,000 backstop installations . . . 50 years of experience in making backstops. For complete information on Porter's New 100 Line, our Deluxe 200 Line and new Economy 300 line, write today for new Basketball Catalog.

## P O R T E R ATHLETIC EQUIPMENT COMPANY

9555 IRVING PARK ROAD  
SCHILLER PARK 3, ILLINOIS

# NEW PRODUCTS

## AUTOMATIC GRADING MACHINE

The Grade-O-Mat, the first portable automatic testscoring machine has been introduced by the Burgess Cellulose Co., Freeport, Ill. Grade-O-Mat figures scores



For all written tests

on standard, manually-punched answer cards. This machine uses standard IBM port-a-punch cards for all multiple choice, true-false, teacher written tests. It is possible to score as many as 90 to 200 teacher written tests in one hour, depending on the number of answer choices offered. The machine is adaptable to all levels of teaching from fifth grade through college. After scoring, cards are available for further research and study via electronic data processing. Write for complete information.

(For Further Details Circle Index Code 0128)

## AUTOMATIC OUTDOOR LIGHT

Holophane Co., Inc., New York, N. Y., has produced a new No. 442 outdoor luminaire that automatically turns itself "on" at night and "off" in the daytime. The



Provides even lighting

new unit is for parking lots, ramps, private roadways, outdoor work places, and other areas where automatic operation is desired.

The basic design uses an Endural glass

bowl refractor with optical prisms on inside and outside surfaces that will provide even lighting and reduce glare. The fixture parts are made of aluminum and stainless steel to resist corrosion. The new luminaire is suitable for mounting on poles or walls with standard brackets. It may be re-lamped by a long-handled bulb changer.

(For Further Details Circle Index Code 0129)

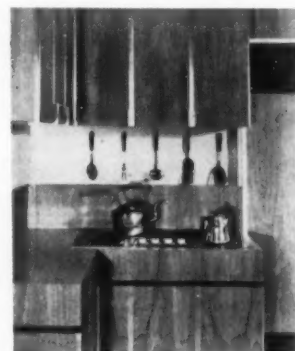
## SHOWER VALVE SAVES SOAP

Model B-8631 is a liquid soap shower valve of vandal-proof design by Bobrick Dispensers, Inc., of New York and Los Angeles. The model guards against costly valve replacements and the draining of the entire soap system. The over-all projection of the valve from the wall has been kept to 2 1/4 in., its over-all height being 4 1/4 in. Write for complete information and typical installation drawings.

(For Further Details Circle Index Code 0130)

## NEW PLASTIC-ON-WOOD

For the first time a clear, permanent plastic film has been successfully bonded to wood by a new roll-laminating process developed by United States Plywood Corp., New York 36, N. Y., working in co-operation with The Goodyear Tire and



Permanent plastic film

Rubber Co. The new paneling, Weldwood Permagard, will be marketed in stock and custom sizes and in practically any hardwood veneer. It offers the natural beauty of wood grain permanently protected by an almost invisible and indestructible surface. Cost of the new paneling and doors will vary with the choice of woods, but it will be considerably less than the firms high pressure plastic laminates, according to a company spokesman. Send for details.

(For Further Details Circle Index Code 0131)

## FOLD-AWAY TENNIS TABLE

A full-size regulation tennis table that folds in half and rolls to any area of the building is made by Hamilton Mfg. Co., Two Rivers, Wis. It folds to a thin 7 1/2 in. for moving or storage. Special brackets fold against table so that net need not be removed when the table is closed. Write for details.

(For Further Details Circle Index Code 0132)



## NEW TEACHER'S DESKS

Two new teacher's desks have been added to the Scholarcraft school furniture line by the School Furniture Division of Southeastern Metals Co., North Birmingham 7, Ala.



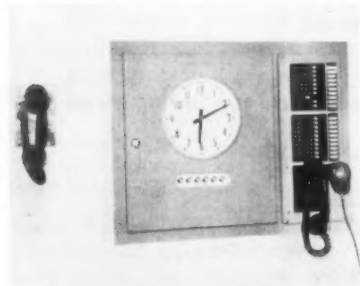
All-metal bases

One is a single pedestal desk with an all-metal base featuring plastic laminated top and large steel single standard drawer and double file drawer. The other new desk is a double pedestal model with an all-metal base with rounded corners. It features large, all-steel drawers on delrin runners. Variations include three standard single desk drawers per pedestal or one standard single desk drawer and double file drawer per pedestal. Write for complete information.

(For Further Details Circle Index Code 0133)

## TELEPHONE SYSTEMS

The Cincinnati Time Recorder Co., Cincinnati 14, Ohio, offers a new selective ringing, "common talking" telephone system which can be combined with a master



For room-to-room calls

clock and program controller for a complete school communications system. With the new system, calls may be made from individual rooms to the central station; room-to-room calls, or conference calls may be arranged. Another new product is the "Tym-n-Speaker," also a combination clock and loud speaker unit that may be attached to the school's signaling system. Send for details.

(For Further Details Circle Index Code 0134)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

from "The Acme Code"

# Quality control eases the worry load

for both of us

**1..Sole manufacturer:** Acme Chemical manufactures its products from specified grades of quality materials and rigidly controls quality throughout the manufacturing process. The quality is always the same, shipment after shipment.

**2..Backed by continuous research:** Constant, careful research in the Company's three Laboratories stands behind every Acme Chemical product. Complete facilities are devoted to raw materials testing, water analysis, bacteriology, quality control, and developing new products.

**3..Your best friend** in building maintenance materials is quality. Quality materials assure time saving and labor saving, since only with quality materials can labor, which is 90 to 95% of your maintenance dollar, perform with true economy.

**4..A genuine guarantee:** Every Acme Chemical product is guaranteed to give you complete satisfaction in the proper application for which it is intended. If it does not fulfill every claim we make for it, you may return it for credit.

**5..Sold direct to users:** All Acme Chemical products are sold directly to you through full-time Company representatives whose duties include servicing the product to your satisfaction.

you get all five from



## CATALOGS AND BOOKLETS

The Hillyard Chemical Co., St. Joseph, Mo., offers a free marking diagram and illustrated, easy-to-follow directions for re-marking free throw lanes to conform to the new rulings by the National Basketball Committee of the U. S. and Canada. The rule change effective for the 1961-62 season affects all schools, colleges, and courts used for amateur play.

(For Further Details Circle Index Code 0135)

A new edition of the popular *Lighting Handbook*, a 250-page manual on lighting design is now available from Westinghouse Electric Corp., Pittsburgh 30, Pa. It includes chapters on interior wiring, school and office lighting, floodlighting design, and other lighting economics. The \$3 price includes delivery prepaid.

(For Further Details Circle Index Code 0136)

A computer service to do scheduling, registration, and grade reporting on a contractual basis is detailed in a folder on "Data Processing for Secondary Schools." Send for a copy from The Service Bureau Corp., New York 22, N. Y. This subsidiary of IBM maintains 70 service offices throughout the country.

(For Further Details Circle Index Code 0137)

Loxit Systems, Inc., Chicago 7, Ill., offers a colorful 16-page catalog and architect's file on its complete chalkboard systems. An interesting 4-page folder tells how to double your tackboard and chalkboard areas

with the new Loxit Kombino expandable, combination system. Send for copies.

(For Further Details Circle Index Code 0138)

A line of open construction, acoustical telephone booths offers comfortable telephoning in noisy areas, plus maintenance and space-saving advantages. Send for a 4-page folder from Burgess-Manning Co., Libertyville, Ill.

(For Further Details Circle Index Code 0139)

A new red cedar plywood siding panel has been added to the exterior siding line of the United States Plywood Corp., New York, N. Y. Available in 4 ft. by 8 ft., 9 ft., or 10 ft. panels, the new siding is five-ply, 5/8 in. thick. In addition to its cedar face, it has a cedar core, which provides a matching panel face and groove bottom.

(For Further Details Circle Index Code 0140)

**CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE  
CARDS IN THE READER'S SERVICE SECTION**

## MANUFACTURER'S NEWS

A simplified television tape recorder for closed circuit television has been developed by the Radio Corp. of America, New York 20, N. Y. The firm believes that the new system which cuts in half the cost of video tape equipment will bring closed circuit TV within the budget of many more users.

John J. Nesbitt, Inc., manufacturers of heating and air conditioning equipment for schools, broke ground recently for a new 106,000 sq. ft. plant in Philadelphia. The new plant, scheduled to open in October as a separate division of the firm, will manufacture the new Roomate II air conditioning units.

A move to expedite the exchange of the best televised instructional programs among educational television stations and schools across the country has been approved by the Board of Directors of the National Educational Television and Radio Center, New York 19, N. Y. The NETRC furnishes cultural and informational programming to 51 affiliated noncommercial stations across the country.

Prentice-Hall, Inc., Englewood Cliffs, N. J., and Litton Industries will jointly develop, produce, and market teaching machines and related educational material. Under a recent agreement, Prentice-Hall will develop programmed educational material suitable for use with mechanical teaching devices designed and built by Litton Industries.

Corning Glass Works, Corning, N. Y., has announced a new engineering service for those who specify and install glass products in industrial and educational buildings. Paul G. Peterson, as consulting engineer for the company, will assist building and plumbing authorities, architects, engineers, and educators.



with the same enthusiasm  
as this avid reader

**PREMIER**

continually undertakes to give  
their best effort to every photo engraving  
with sensitivity and skill.

PREMIER ENGRAVING COMPANY  
818 W. Winnebago Street  
Milwaukee 5, Wisconsin  
BRoadway 1-3337 • 3338 • 3339

**With Friends Like You...**

**NOTHING IS IMPOSSIBLE!**

**Not even keeping AHEAD of the \$12 billion  
dollar a day School Building Business!**

The editors of THE AMERICAN SCHOOL BOARD JOURNAL wish to thank our thousands of friends...

the  
**SCHOOL SUPERINTENDENTS**  
and  
**SCHOOL ARCHITECTS**

throughout the nation who have been sending us a steady supply of "pre" school-building information. This data is helping to make our publication

**THE AMERICAN SCHOOL BOARD JOURNAL**  
the foremost authority on school building, and our

**SCHOOL CONSTRUCTION REPORT**  
one of the most complete, timely and accurate sources  
of school project information in the nation.

We appreciate your past information and  
urge all school superintendents and all  
school architects to keep us posted on  
current projects. Questionnaires are avail-  
able for reporting your new plans.

— Write us: —

**THE AMERICAN SCHOOL BOARD JOURNAL**  
400 N. Broadway  
Milwaukee 1, Wis.



Established 1891

# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.		Page No.
80	Acme Chemical Company. Maintenance supplies	43
81	Alsto Company . . . . . Low cost incinerator	41
82	American Playground Device Co. . . . . Playground, swimming pool & dressing room equip.	41
83	DuKane Corporation . . . . Language laboratory systems	5
84	Hillyard Chemical Company . . . . . Maintenance supplies	2
85	Johnson Service Company . . . . . Pneumatic temperature controls	1
86	Kewaunee Technical Furniture Co. . . . . New 92 page catalog	40
87	Krueger Metal Products Company . . . . . Folding chairs	4
88	Minneapolis-Honeywell Regulator Co. . . . . Maintenance agreement	6
89	New Hermes Engraving Machine Corp. . . . . Engravograph	41
	Owens Illinois: Kimble Glass Co. Sub. . . . .	38
810	Nissen-Medart Corp. . . . . 4th cover Gymnasium equipment	
811	Porter Athletic Equipment Company . . . . . Basketball backstops	42

### USE THESE CARDS

These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

August, 1961

#### THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

#### ADVERTISING INDEX

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
0128	0129	0130	0131	0132	0133	0134	0135	0136	0137	0138	0139	0140			

#### NEW PRODUCTS — CATALOGS AND BOOKLETS

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

HAVE YOU SIGNED YOUR NAME AND ADDRESS?

August, 1961

#### THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

#### ADVERTISING INDEX

80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
0128	0129	0130	0131	0132	0133	0134	0135	0136	0137	0138	0139	0140			

#### NEW PRODUCTS — CATALOGS AND BOOKLETS

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

HAVE YOU SIGNED YOUR NAME AND ADDRESS?

## USE THESE CARDS

The cards below are for your convenience in requesting product information, catalogs, and literature from advertisers and firms listed in this issue.

### AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

Postage will be paid by:

**BUSINESS REPLY MAIL**  
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES



### AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

Postage will be paid by:

**BUSINESS REPLY MAIL**  
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES



FIRST CLASS  
PERMIT NO. 1112  
MILWAUKEE, WIS.

FIRST CLASS  
PERMIT NO. 1112  
MILWAUKEE, WIS.

## READER'S SERVICE SECTION

(Continued)

Code No.		Page No.
812	Premier Engraving Company ..... Engravers	44
813	Smith-Corona-Marchant, Inc. .... 2nd cover Compact electric typewriter	
814	Underwood Corp. .... Standard and electric typewriters	39
815	Up-Right Scaffolds .... 3rd cover Telescoping aluminum tower	

### NEW PRODUCTS

0128	Burgess Cellulose Company ..... Automatic Grading Machine	42
0129	Holophane Co., Inc. .... Automatic Outdoor Light	42
0130	Bobrick Dispensers, Inc. .... Shower Valve	42
0131	United States Plywood Corp. .... Plastic-on-wood	42
0132	Hamilton Mfg. Co. .... Fold-away Tennis Table	42
0133	Southeastern Metals Co. .... New Teacher's Desks	43
0134	Cincinnati Time Recorder Co. .... Telephone Systems	43

### CATALOGS AND BOOKLETS

0135	The Hillyard Co. ....	44
0136	Westinghouse Electric Corp. ....	44
0137	The Service Bureau Corp. ....	44
0138	Loxit Systems, Inc. ....	44
0139	Burgess-Manning Co. ....	44
0140	United States Plywood Corp. ....	44



**FASTEST, SAFEST WAY**

**TO GET UP IN THE AIR**

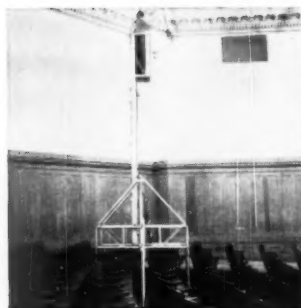
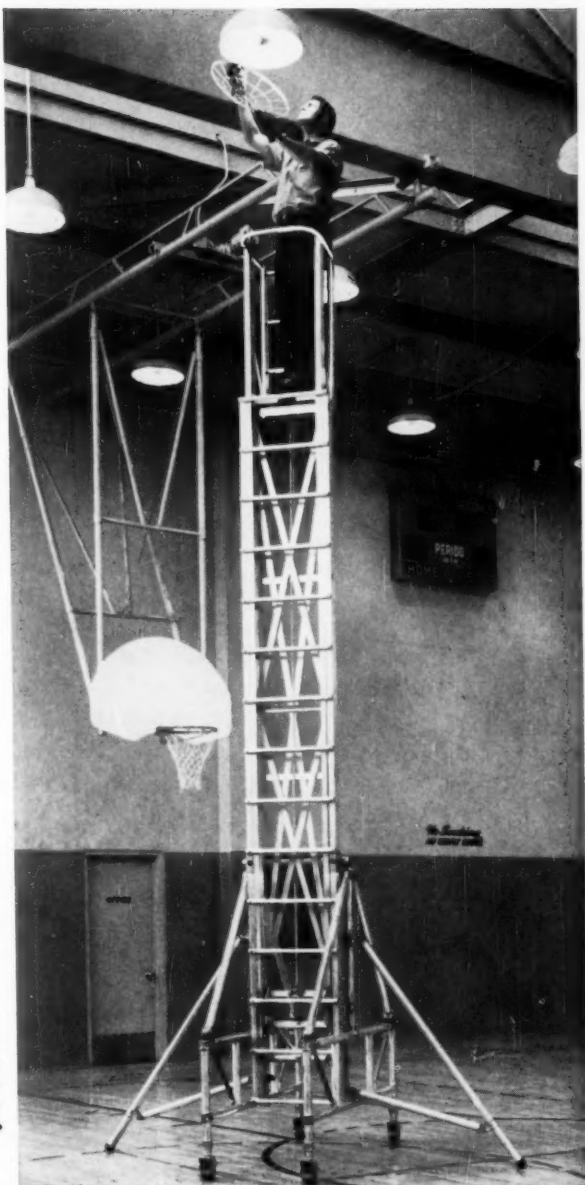
**FOR OVERHEAD**

**SPOT MAINTENANCE**

# ALUMINUM TALLSCOPE

Telescoping aluminum tower on wheels extends instantly for reaching heights up to 30 feet. Rolls quickly to the job. Folds down to pass through doorways and under trusses. Has safety tread ladder and enclosed platform. Conforms to rigid Industrial Safety Codes. Lightweight, rapidly assembled by one man. Adjustable legs for uneven floors or stairways.

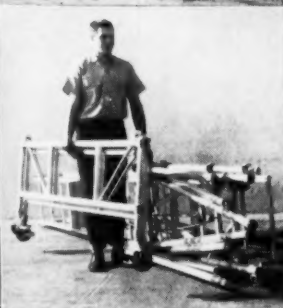
Tallescope speeds up installation and maintenance of overhead lighting, acoustical tile, heating and other facilities at each of 7 junior and senior high schools and colleges in a Western School District.



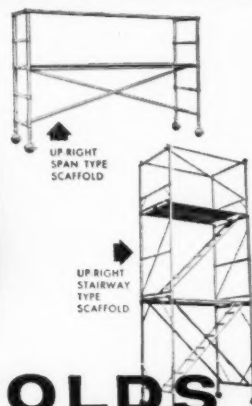
Bridges over auditorium seats. Note one-man operation.



Rolls through doorways. Telescopes and folds down; only 29" wide.



Separates easily into 3 components for convenient storage or transportation.



For TALLESCOPE  
circular write to

## UP-RIGHT SCAFFOLDS

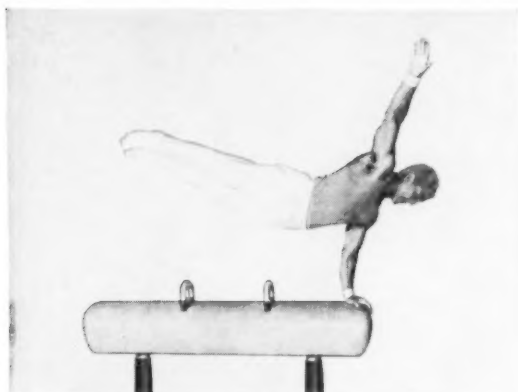
DEPT. 171, 1013 PARDEE, BERKELEY, CALIF.

In Canada: Up-Right Scaffolds Ltd., 120 Russett Ave., Oshawa, Ontario

(For more information from advertisers, use postcard on page 45)

# NISSEN MEDART®

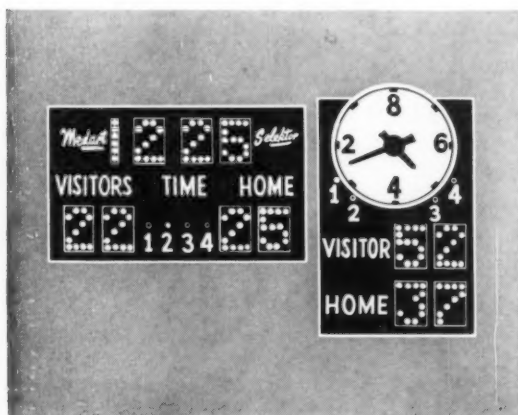
WORLD'S LARGEST MANUFACTURER  
OF GYMNASIUM APPARATUS



**GYMNASIUM APPARATUS** — Quality gymnastic apparatus, physical conditioning and anthropometric equipment, game standards and gym mats.



**PHYS-EDUCATOR** — Popular exercise equipment designed especially for elementary schools. Installs easily, anywhere.



**BASKETBALL SCOREBOARDS** — Famous Selektor® Brand scoreboards — accurate, fast and absolutely dependable.



**SAFE-WAL** — Cushioned wainscot for gyms and multi-purpose rooms. Absorbs and dissipates body impact.

Excellence of design, materials and craftsmanship has been a Nissen MEDART tradition. So has the satisfactory solution of all problems concerning the planning and equipping of gymnasiums. This unequalled background of experience is available to you without obligation. Whatever your requirements, consult Nissen MEDART.



NISSEN **MEDART** CORPORATION

930 27TH AVE. S.W., CEDAR RAPIDS, IOWA

(For more information from advertisers, use postcard on page 45)

